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ABSTRACT

The purpose of this study was to determine the effects of alcohol use on student behaviors in Ontario schools. The study was designed to investigate the prevalence of alcohol use by students in grades 7-13 and the effects of drinking on classroom and school behaviors by interviewing both students and teachers. The teachers were surveyed to determine their awareness and perceptions of drinking problems at their school. The report presents a short review of the pertinent literature, a description of the research methods, and the findings from both the student and teacher questionnaires. The major findings provide an indication of the extent to which alcohol use causes problems in schools throughout the Province, the types of problems drinking creates, the extent and frequency with which students use beer, wine, liquor, and other drugs, the relationship between drinking and the use of other drugs, the effects of drinking on social relationships, and the extent to which grade, grade average, and sex influence alcohol-related student behaviors. (Author)

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AN INVESTIGATION INTO THE EFFECTS OF ALCOHOL USE IN ONTARIO SCHOOLS

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ABSTRACT

An Investigation of The Effects of Alcohol Use In Ontario Schools

The purpose of this study was to determine the effects of alcohol use on student behaviours in Ontario schools. The study was designed to investigate the prevalence of alcohol use by students and the effects of drinking on classroom and school behaviours by interviewing both students and teachers. The teachers were surveyed in order to determine their awareness and perceptions of drinking problems at their school. The report presents a short review of the pertinent literature, a description of the research methods, and the findings from both the student and teacher samples.

The sample was designed to provide a provincial probability sample of students representative of all Ontario students in Grades 7 to 13. Data were collected from 8,938 students in 367 classes at 99 schools from 27 school boards and from 343 teachers. The student data were weighted by region, school type and language in order to make the responses representative of the Ontario student population.

The student questionnaire was administered by the researchers during a regular class period. The teacher who taught the class during the period in which the students completed the questionnaire was asked to complete a self-administered questionnaire at the same time.

The major student findings provide an indication of: the extent to which alcohol use causes problems in schools throughout the Province; the types of problems drinking creates; the extent and frequency with which students use beer, wine, liquor and other drugs; the relationship between drinking and the use of other drugs; the effects of drinking on social relationships; and the extent to which grade, grade average and sex influence alcohol-related student behaviours and drug use.

The major purpose of this survey was to investigate the effects of student drinking on schools. Five classroom and three school-related behaviours were investigated, namely, feeling tired or sleepy during classes; having trouble concentrating; being late for classes; failing a test, exam or project; cheating on a test, exam or project; being absent from school; damaging school property on purpose; and stealing something worth more than \$5.00 at school.

The students were also asked to report about the occurrence of nine behaviours which directly involved alcohol. These behaviours were: bringing alcohol to school; drinking in the school building or yard;

attending classes after drinking; high in any classes; drunk in any classes; having a hangover in any classes; feeling at ease in any classes; trouble with the staff for misbehaving because of drinking; and visiting the school guidance counsellor to talk about problems as a result of drinking.

The area of drinking and extra-curricular activities was explored in terms of whether the students drank at school dances and sports events and the resulting problems, if any, which occurred with the school staff. The social aspect of student drinking was investigated with regard to where, when, with whom and why students drink alcoholic beverages.

The findings from the 343 teachers provided a measure of: their perceptions of drinking and other drug-related activities; awareness of student drinking and related problems in the classroom, at school and at extra-curricular activities; reactions to potential drinking situations; awareness of school and board policies concerning student drinking; and reactions to changes in the legal drinking age. The teachers' estimates generally cannot be directly compared to those of the students.

The findings of the survey were discussed in terms of student drug use, drinking at school, the legal drinking age and areas where further research appears desirable.

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Background

While there have been a number of studies of student use of alcohol and other drugs, little attention has been given to student drinking and its effects on the school environment. Most of the researchers have been primarily interested in determining the prevalence¹ of drug use among young people and have used the school system as a convenient location for data collection.

InfoResults Limited completed a study for Health and Welfare Canada in 1976 of one school board in Southern Ontario. This survey was designed to determine the consistency between estimates made by students and school staff of student drug use and the resulting classroom and school behaviours. We believe this is one of the first studies which has attempted to investigate the effects of drinking on students in the school environment. The study provides an indication of the effects of drinking on only a single school system and cannot be generalized to other schools throughout Ontario.

The Ontario Ministry of Education commissioned InfoResults Limited to conduct a province-wide survey to determine the effects of alcohol use on student behaviours in Ontario schools. The study was designed to investigate the prevalence of alcohol use by students and the effects of drinking on classroom and school behaviours by interviewing both students and their classroom teachers. The teachers were surveyed in order to determine their awareness and perceptions of drinking problems at their school.

This report presents a short review of the pertinent literature, a description of the research methods, and the results from both the student and teacher samples. The major findings provide an indication of: the extent to which alcohol use causes problems in schools throughout the Province; the types of problems drinking creates; the extent and frequency with which students use beer, wine, liquor and other drugs; the relationship between drinking and the use of other drugs; the effects of drinking on social relationships; and the extent to which grade, grade average and sex influence alcohol-related student behaviours. The findings from the teacher survey provide a measure of the extent to which teachers are aware of student drinking; their perceptions of the problems created; how they respond to drinking situations when they arise; awareness of school and board policies regarding student drinking; and their reactions to changes in the legal drinking age. The findings of the study are discussed in terms of their implications for further research and policy initiatives.

¹ Throughout this report, the term "prevalence" is used to indicate the percentage of students in the sample who indicated they used a specific drug or experienced a specific behaviour once or more often during the specified time period.

Literature Review

A relatively large number of studies of student drug use have been conducted in Canada in the past 10 years. Almost all of these studies have been based upon the self-reports of students and have tended to use a relatively similar approach but different questionnaires for determining the prevalence and frequency of drug use. Some researchers have chosen to measure drug use, other than alcohol, in terms of the number of times it was used in a specified time period (2, 11, 13, 17). Others, including the authors of this study, have preferred to measure drug use in terms of the frequency of use on a monthly basis during a specified time period (7, 27).

Most researchers have focussed primarily on the prevalence and frequency of alcohol consumption and have considered as secondary the effects of drinking on student behaviours. Those researchers who have investigated the effects of alcohol on student behaviours have tended to focus on a narrow range of activities, such as excessive drinking, drinking and driving, automobile accidents, etc. The effects of drinking on classroom and school behaviours have been almost totally ignored.

A study by Carpenter et al. (4) investigated the use of drugs, including alcohol, and a wide range of social, school and home behaviours. Their results indicate a significant positive correlation between the use of alcohol and misbehaving at school and misbehaving elsewhere. The types of behaviours which they found to be related to the consumption of alcohol included self-reports of being late for school, seeing the principal for causing trouble, sneaking into a movie without paying, hitting a teacher and cheating on an exam.

A study of alcohol use of students in Alberta conducted by Bakal in 1976 (2) included questions concerning the effects of alcohol on student behaviours developed by White et al. (27). The Alberta Alcoholism and Drug Abuse Commission undertook further analysis of the Bakal student survey data (6) and reported that heavy drinkers, students who regularly consumed 5 or more drinks, frequently reported problems related to alcohol consumption while those who drank less reported only a few problems. Analysis was done of specific problems as reported by steady drinkers, defined as those who consumed alcohol frequently in small amounts, and by binge drinkers, defined as those who consumed alcohol infrequently but in relatively large amounts. The authors found that steady drinkers reported more arrests, problems with the school authorities, days absent from school, skipped classes, expulsions from class, lost jobs, incomplete homework, poor test performance, nervousness, heightened sociability, fatigue, traffic offences and traffic accidents than binge drinkers. Binge drinkers reported more physical injuries, loss of friends, fights, damaging school property, theft and dizziness than steady drinkers.

A study by White et al. (27) investigated alternative ways of estimating the use of alcohol and other drugs and alcohol-related student behaviours in one Ontario school system. The study concluded that teachers and administrative staff are generally unable and/or unwilling to accurately estimate student drug use, the frequency of student alcohol use and the extent and frequency of various student classroom and school behaviours. The frequency with which the students experienced classroom and school behaviours was summarized in a separate report entitled "The extent of drug use and alcohol-related problems in an Ontario school system" (26).

In the above study, alcohol was found to be a minor cause of most of the classroom behaviours investigated. More of the elementary than high school students usually reported experiencing the various behaviours, but more high school students reported the behaviours were due to drinking. Alcohol-related behaviours were reported by 2% or fewer of the elementary students. Among high school students, the prevalence of alcohol-related behaviours was highest for the following behaviours: not completing homework, 11.5%; feeling tired, 11.1%; and acting silly, 5.8%.

Among five alcohol-dependent behaviours studied, talking about one's drinking experiences was most common. Reports of hangovers, feeling high and smelling of alcohol were more common among high school than elementary school students and reported by slightly more males than females. Except for talking about drinking experiences, fewer than 5% of the elementary or high school students reported any of these behaviours.

While alcohol played a larger role in encouraging school behaviours among the high school than elementary school students, the prevalence of these behaviours was usually quite small. Over one-quarter of the students' self-reports of having trouble with the police, damaging school property and fighting were found to be alcohol-related.

Overall, it was concluded that alcohol plays a significant role only for relatively serious anti-social behaviours, such as being referred to guidance counsellors for misbehaviour, having trouble with police, and damaging school property, and for moderately anti-social behaviours, such as going to sleep in class, not completing homework, and getting into fights.

Very few student drug surveys have investigated the perceptions and beliefs of teachers or school administrators. The study directed by White et al. (27) included estimates of student drug use made by teachers, principals and guidance counsellors. As stated previously, the staff were found to be generally unable and/or unwilling to make accurate estimates of student drinking behaviours. Only 23.7% of the elementary and 27.3% of the high school teachers said they were aware of the drinking habits of students in their school. Teachers and administrators tended to overestimate student use of alcohol and underestimate alcohol-related behaviours when their estimates were compared to the students' self-reports.

On the basis of the literature review and the authors' experience in conducting a similar student survey in 1976, it was decided to focus on: measuring student alcohol consumption; school behaviours which involve alcohol; behaviours which could logically occur whether or not the student had been drinking, but which alcohol might increase the prevalence of; when, where and why students consume alcohol; sources used to acquire alcohol; the frequency of use of a limited number of other psychoactive drugs; and students' attitudes toward the legal drinking age. A questionnaire was designed to determine the extent to which teachers were aware of students' drinking habits; alcohol-related classroom and school behaviours of students; problems which have arisen in their schools; the official policy of schools and boards to drug use; and what teachers believe to be the appropriate way to cope with different alcohol-related problems.

Sampling Design

The sample was designed to provide a provincial probability sample of students representative of all Ontario students in Grades 7 to 13. The sample selected was representative of English and French speaking students in the public and separate school systems of Ontario.

Based on a desired sample size of 8,000 students and allowing for an oversampling of 30% to compensate for parental refusals, absentees, and other uncontrollable events, as well as a sub-sample of 1,000 French speaking students, a sample was selected by region. Data were available on student enrollment by grade in 1976 for each of the nine regions.¹ These data were used to determine the number of classes of English and French speaking elementary and high school students in the public and separate school systems needed to provide the desired sample size. No French speaking elementary students were sampled in the public system and no French speaking high school students were sampled in the separate system because of the very small numbers of students in these groups in Ontario.

Initially we proposed to interview one class of students per grade in each school and to sample two elementary and two high schools per school board. The boards were selected at random by region and asked to participate in the study. Given the unwillingness of some boards to participate in the study for various reasons, the number of classes per grade was increased to two and schools per board were also increased depending upon the number of students in the school system.

The schools were selected by the director or his designate in each board which participated in the study. The principals were instructed by the researcher to select one or two classes per grade which were representative of all the students in that grade in their school. Data were collected from 8,938 students in 367 classes at 99 schools. The

1 At the time of the survey, the Ontario Ministry of Education divided the Province into nine regions. The Midnorthern, Northeastern and Northwestern regions were combined and treated as a single region because of the small number of students in each region.

teacher who taught the class during the period in which the students completed the questionnaire was asked to participate in the study by completing a questionnaire at the same time. A total of 343 teachers from the 367 classes interviewed completed questionnaires.

The data were weighted by region, school type and language to make the responses representative of the Ontario student population. This was deemed necessary because of an undersampling of separate school students in the Central region and an oversampling of these students in the Ottawa Valley and Eastern regions. Similarly, public school students at both the elementary and high school levels were under-represented in the Central and Ottawa Valley regions and over-represented in the Western and Eastern regions. The teachers' responses were not weighted in any manner.

The weighting was done separately for the elementary and high school student samples. Throughout the remainder of this report, the elementary and high school students' responses to the questionnaire are reported separately in order to reduce the differences in school environment and age which exist between these two levels of schooling. While 3,188 elementary and 5,750 high school students were interviewed, after the samples were weighted they were based on 1,805 and 2,872, respectively.

The effect of the weighting upon the students' responses was relatively small. The responses were compared using the elementary and high school students' answers to six questions on consumption of alcohol over two time periods: beer, wine with family at meals, and liquor. When three measures of consumption of each drug were compared for the elementary and high school students, a total of 36 comparisons, the following were observed. For elementary students, the differences in the measures of frequency of drug use were all less than 1.0%. For the high school students, the maximum absolute difference was 2.4%. Out of the 18 comparisons made, 10 varied by 1.0% or less, 5 from 1.1% to 2.0%, and the remaining 3 varied by 2.1% or more.

The effective sample size was calculated to determine the precision of the survey findings. This process consists of calculating the equivalent size of truly random samples of elementary and high school students. This is done to estimate the range within which the answers can be expected to fall for a given level of confidence. The effective sample size of the elementary school survey is 947 and of the high school survey, 945. Based on the usual 5% level of confidence, 19 times out of 20, the responses of the students sampled are within $\pm 3\%$ of the responses which would be found if all the students in Grades 7 - 13 in Ontario were surveyed. For the elementary students, the confidence interval is $\pm 2.9\%$ and for the high school students, $\pm 2.6\%$.

Data Collection

The data were collected on days acceptable to the schools from January 16 to February 28, 1978, by 6 research assistants, 2 of whom were bilingual. In total, 8,938 students and 343 teachers from 99 schools participated in the survey. See the facing table for the number of students by school type and region.

The teacher of the selected class was asked to complete a questionnaire at the same time as the students in the classroom. This was done to provide an unbiased sample of teachers from all grade levels studied and ensure teacher participation in the survey. At some schools, it was not feasible to interview the classroom teacher or to have the same number of teachers as classes of students. In such situations, the questionnaire was completed by another teacher, if possible. These problems account for the discrepancy between the number of classes surveyed and the number of teachers who completed a questionnaire. In total, 343 teachers from the 367 classes completed a questionnaire.

The questionnaires were distributed to the students in their classroom by the research assistant, who explained the study and instructed the students on how to record their responses on optical scanning answer sheets. The students were encouraged to ask questions to clarify the meaning of questions. The teachers did not participate in the student data collection other than to introduce the research assistant to the class. The questionnaire was completed in one class period, usually of 40 minutes in length.

Parental consent for a child's participation in the survey was at the discretion of each school board and/or principal. Letters in both languages informing the parents of the study and explaining its purpose were prepared by the research consultant. Either a letter of notification or a letter requesting the written permission of a parent was sent home with the students, unless the principal decided parental notification was unnecessary. Two of the separate school boards required their students to have written parental consent before they were allowed to participate in the survey. The other boards used a letter of notification.

Completion rates were based on the number of students enrolled in a class and the number who completed a questionnaire. It was difficult to estimate the completion rate for a few classes because at some open-concept schools a class did not exist as a separate entity and in a few cases the teacher was not available to give the researcher the number of students enrolled. The completion rate was 87.4% for the elementary and 86.2% for the high school students. These rates are similar to those experienced in other student drug surveys.

Number of Students Surveyed By Region and School Type

School Type	Region						Total	
	Central	Eastern	Northern ¹	Midwest	Niagara	Ottawa Valley		
English Speaking Students								
Public Elementary-Grades 7-8	555	231	207	204	280	55	380	1912
Public High School-Grades 9-13	1132	469	416	609	415	104	828	3973
Separate Elementary-Grades 7-8	-	297	164	131	-	231	51	875
Separate High School-Grades 9-10	-	114	116	52	90	273	118	757
French Speaking Students								
Separate Elementary-Grades 7-8	-	-	62	-	37	294	-	393
Public High School-Grades 9-13	<u>210</u>	<u>-</u>	<u>498</u>	<u>-</u>	<u>105</u>	<u>215</u>	<u>-</u>	<u>1028</u>
Total Number of Students	1897	1111	1463	996	927	1172	1377	8938

¹ Northern Region includes Midnorthern, Northeastern and Northwestern Regions

The Questionnaires

The Student Questionnaire

A questionnaire based on one previously designed by the authors (27) was prepared and pretested. The pretesting was conducted in schools which did not participate in the study. Five drafts of the English questionnaire were pretested on a total of 26 classes of students in Grades 7 to 12. The pretesting revealed that the questionnaire initially contained too many questions for the students to answer in one 40-minute class period. Draft 5 was professionally translated into French and pretested on students in Grades 7, 8, 9, 11 and 13 in public and separate school boards in Northern Ontario. Apart from making minor changes in the translation, it was necessary to further reduce the number of questions in the final questionnaire to 67 for Grade 7 and 8 students and 78 for Grades 9 to 13 students. Copies of the English and French student questionnaires may be found in Appendix I.

The questionnaire collected information on the following major areas: self-reports of the frequency of alcohol and other drug use in the past six months and of alcohol use since September 1977; self-reports of classroom behaviours; self-reports of classroom behaviours resulting from alcohol use; self-reports of school behaviours; self-reports of school behaviours resulting from alcohol use; the prevalence of drinking before or during extra-curricular activities and resulting problems; where students drink; reasons for drinking; and personal characteristics. The high school students were asked questions concerning alcohol procurement, the legal drinking age and distance to public establishments serving alcoholic beverages in the vicinity of the school.

As mentioned in the literature review, validity and reliability are of concern when using self-reports in student drug surveys. Whitehead and Smart (32) who investigated this issue in 1972 concluded: "... there is reason to have confidence in the validity and reliability of self-reports of drug use". Smart in "Recent Studies of The Validity and Reliability of Self-Reported Drug Use, 1970 - 1974"(16) concluded that "over-reporting of drug use is seldom a problem. Where departures from total candour are found, almost all involved under-reporting". Despite these two encouraging studies steps were taken to ensure the reliability of the research findings.

In order to check for inconsistent responses, the students were asked two similar questions concerning frequency of use of alcoholic beverages. The questions were identical except for the time referent. In one question, the time period was 6 months; in the other, since September 1977. The students' reports of the prevalence and frequency of use of alcohol were consistently higher for the longer time period when cross-tabulated by grade, grade average and sex. The students' responses were not checked on an individual basis.

In order to detect untruthful responses, the students were asked about their use of BINDRO, a fictitious drug. It was assumed that if a student reported using BINDRO, then all his/her answers might be dishonest. A total of 15 elementary and 27 high school students who represented 0.5% of the sample were excluded from the analysis because they reported using this substance.

The student questionnaire was designed to be read by each student and answered on optical scanning sheets in a 40-minute period. The students were told the questionnaire was completely anonymous and they were instructed not to put any identification on the answer sheets.

The Teacher Questionnaire

The teacher questionnaire included a number of questions from the 1976 study conducted by the authors (27). The English language version of the teacher questionnaire was pretested with 26 teachers at the same time as the student questionnaires were pretested. Five teachers in French language schools pretested the French questionnaire. English and French language copies of the questionnaire may be found in Appendix I.

The major areas investigated by the teacher questionnaire are: perceptions of drinking activities; awareness of drinking problems in their classrooms, in the school and at extra-curricular events; reaction to potential class and school drinking situations; awareness of school and board policies toward student drinking; reactions to changes in the drinking age; attitude towards drinking; and personal characteristics, such as sex, number of years teaching, and subjects taught.

The teacher questionnaire was designed to be comparable to the student questionnaire. Each teacher was asked to complete a questionnaire in the classroom at the same time as the students were completing their questionnaires.

FINDINGS

The research findings from the student survey are presented in the first section of this report and the findings from the teacher survey in the second section. The findings from the student survey are presented in the following sequence: the prevalence and frequency of the use of alcoholic beverages; the prevalence and frequency of the use of tobacco, stimulants, tranquilizers, solvents and marihuana; the relationship between the use of alcohol and other drugs; the prevalence and frequency of various classroom and school behaviours and the effect of alcoholic consumption on these behaviours; differences in student behaviours which are related to grade, age, sex and academic achievement; students' reasons for drinking; when and where students usually drink; and high school students' responses to a series of questions on present drinking legislation.

The teachers' responses are summarized in terms of their observations of classroom behaviours and their awareness of school behaviours and extra-curricular activities of students and the extent to which alcohol influences these behaviours and activities. The teachers' perceptions of student drinking and other drug-related activities are analyzed by school level.

Prevalence and Frequency of Consumption of Alcoholic Beverages By Students

Introduction

The use of alcoholic beverages by students was determined by asking the students to indicate how frequently they had consumed an alcoholic beverage including beer, wine or liquor during the six months prior to the date on which they were surveyed. A second estimate of alcohol consumption based on the period from September 1977 to the date of the survey was also included in the questionnaire. The students were asked to indicate how frequently they had consumed each beverage, namely, beer, wine, wine with their family at meals, and liquor, during the preceding six months. The students were also asked how frequently they had consumed any alcoholic beverages during the past six months.

Throughout this report the percentages are indicated separately for elementary and high school students. Because of the strong influence of grade and age on alcohol use and the various behaviours studied, it is more accurate to provide separate estimates for elementary and high school students rather than combining them. Throughout most of the report, percentages will be provided by grade, age, sex and grade average where these characteristics were found to be significantly related to drinking activities.

The percentages of elementary and high school students who have used alcoholic beverages are shown in Table 1. Three measures of alcohol consumption are indicated. The first measure of drinking includes all those students who had one or more drinks including sips and tastes during the period being studied. The second measure, which is the one most useful in discussing student drinking, is the percentage of students who had one or more drinks in the period being studied, but does not include students who only had sips or tastes of alcoholic beverages. The third measure is based on consumption of alcoholic beverages once a week or more often. This measure is included in order to provide an indication of what proportion of students drink on a regular basis. Note that Table 1 includes self-reports for alcoholic consumption during the previous six months and for the period from September 1977 until the date of the survey in January or February 1978. The time period for the self-reports for beer, wine, wine with family at meals, and liquor is six months.

The prevalence of student use of all alcoholic beverages combined as well as each beverage individually is shown for elementary and high school students in Table 1. Among elementary students, almost three-quarters reported consuming an alcoholic beverage in the past six months and two-thirds since September 1977. More elementary students reported drinking wine (61.7%) than beer (47.9%) or liquor (47.1%). Most of the students who drank wine consumed it with their family at meals.

Among elementary students, over half of those who reported consuming each of the beverages had only sips or tastes. The percentages who drank once or more often in the past six months, not including sips or tastes, were as follows: any alcoholic beverage, 32.4%; beer, 23.2%; wine, 24.5%; and liquor, 20.7%. The percentages of students reporting drinking once a week or more often were alcohol, 7.6%; beer, 4.8%; wine, 4.0%; and liquor, 3.3%.

The high school students were considerably more likely to drink than the elementary students. The percentages of students reporting consuming any alcoholic beverages during the past six months were as follows: alcohol, 88.0%; beer, 66.7%; wine, 74.9%; and liquor, 72.1%. Just slightly fewer, 85.9%, had consumed alcohol since September 1977. When the students who had only sips or tastes were excluded, the percentages drinking in the past six months were: alcohol, 72.0%; beer, 56.5%; wine, 53.3%; and liquor, 59.2%. In terms of any use, wine was more frequently used than the other two beverages, while in terms of use not including sips and tastes, liquor was more popular than the other two. Beer was the most frequently consumed alcoholic beverage among those who drank once a week or more often. Almost one-fifth (17.8%) of the high school students claimed they drank beer weekly or more often compared to 8.8% who drank wine, 11.3% who drank liquor, and 27.3% who drank any of the three alcoholic beverages. The consumption of all three alcoholic beverages combined and individually are discussed in detail in the following section.

Table 1: Prevalence and Frequency of Student Alcohol Use
During The Previous Six Months
(percentage of students reporting use)

Frequency of Drinking	Alcohol Six Months	Since ¹ Sept.	Beer	Wine	Wine With Family At Meals	Liquor
Elementary Students						
Once or more often, including sips	73.9	67.6	47.9	61.7	54.4	47.1
Once or more often, excluding sips	32.4	29.8	23.2	24.5	27.5	20.7
Once a week or more often	7.6	5.6	4.8	4.0	3.5	3.3
Number of Students	1805	1805	1805	1805	1805	1805
High School Students						
Once or more often, including sips	88.0	85.9	66.7	74.9	61.0	72.1
Once or more often, excluding sips	72.0	68.4	56.5	53.3	45.1	59.2
Once a week or more often	27.3	21.3	17.8	8.8	7.7	11.3
Number of Students	2872	2872	2872	2872	2872	2872

¹ Percentages based on period from September 1977 until date of survey.

The students' responses indicated that almost three-quarters of the elementary and seven-eighths of the high school students had drunk or tasted alcohol in the previous six months. The comparable percentages for the period since September 1977 were 67.6% of the elementary students and 85.9% of the high school students. The percentages of students drinking one or more alcoholic beverages once or more often during the previous six-month period were 32.4% for the elementary and 72.0% for the high school students. Since September 1977, 29.8% and 83.4% of the elementary and high school students respectively reported drinking once or more often. The percentages of students drinking once a week or more often during the previous six months were 7.6% and 27.3% for elementary and high school students, respectively. The comparable percentages for the period since September 1977 were 5.6% and 21.3%.

The percentages of students who drank beer, wine or liquor in the previous six months are shown by grade in Table 1, Appendix II, and for the period since September 1977 in Table 2, Appendix II. The percentages of students who drank one or more alcoholic beverages, not including sips or tastes, during the previous six months were as follows: Grade 7, 27.1%; Grade 8, 37.6%; Grade 9, 51.5%; Grade 10, 67.4%; Grade 11, 75.8%; Grade 12, 84.4%; and Grade 13, 86.9%. The comparable percentages for high school students by age were: 13 years, 37.3%; 14 years, 50.4%; 15 years, 64.5%; 16 years, 74.4%; 17 years, 81.6%; 18 years, 89.5%; and 19 years or older, 82.6%. For complete details on alcoholic consumption rates by age, see Table 3, Appendix II.

The use of alcohol is sex-related, with a higher percentage of both elementary and high school male than female students reporting drinking once or more often during the previous six months. The percentages of elementary students drinking once or more often in the previous six months were males 40.0% and females 25.1%. The comparable high school percentages were 74.9% and 69.6%, respectively. The males were more likely to drink once a week or more often. Among elementary students, 9.2% of the males and 6.0% of the females drank weekly. The comparable high school percentages were 34.4% and 21.5%, respectively. See Table 4, Appendix II, for further details.

Grade average is negatively related to the consumption of alcoholic beverages. See Table 5, Appendix II, for the prevalence of alcoholic beverages and other drugs by grade average. For both elementary and high school students, the students who have the highest grades are least likely to drink or to drink on a regular basis; see Table 6, Appendix II. Among elementary students with a grade average of less than 50, 45.4% had drunk an alcoholic beverage in the previous six months and 14.0% had drunk once a week or more often. By comparison, only 23.3% of the students with a grade average of 80 - 100 had drunk and 4.6% had drunk once a week or more often. Among high school students, 85.2% of the students with unsatisfactory grades (below 50) reported drinking and 49.3% did so once a week or more often. The comparable percentages for outstanding students (80 - 100) were 61.3% and 17.9%, respectively.

reported consuming alcoholic beverages. The amount consumed at any one occasion or over a period of time is more difficult to measure because of the variability in amount consumed on different occasions. Rather than attempting to have the students estimate their total alcoholic consumption during the preceding six months, they were asked how frequently they had consumed five or more drinks at one time or on a single occasion. This estimate of amount consumed provided an indication of relatively heavy consumption by a minority of students. Just over one-sixth (17.1%) of the elementary and almost one-half (48.5%) of the high school students claimed that on at least one occasion in the past six months they had consumed five or more drinks.

The frequency with which students consumed five or more alcoholic drinks on the same occasion was related to grade, age and sex. As is shown in Table 7, Appendix II, the percentage of students claiming to have consumed five or more alcoholic drinks on the same occasion were: Grade 7, 12.0%; Grade 8, 21.1%; Grade 9, 32.2%; Grade 10, 44.4%; Grade 11, 50.8%; Grade 12, 57.9%; and Grade 13, 61.8%. It should be noted that the percentage of students who had consumed five or more drinks on the same occasion, seven or more times, increased from 1.2% of Grade 7 students to 5.1% of Grade 9 to 9.2% of Grade 11, and 19.1% of Grade 13 students.

At the elementary school level, 20.5% of the males and 13.4% of the females reported they had five or more drinks on the same occasion during the preceding six months. The comparable percentages for the high school students were 54.1% and 43.7%, respectively. The males were almost twice as likely as the females to report having drunk this much alcohol seven or more times.

Beer

The popularity of beer as an alcoholic drink is considerably more evident among students who drink quite frequently than those who drink less regularly than once a week. Among both elementary and high school students, beer is the beverage choice of those who drink once a week or more often. The percentage of elementary students who reported drinking beer once or more often during the past six months was 47.9% compared to 66.7% of the high school students. The percentage of students drinking beer, when sips and tastes are excluded, was 23.2% for elementary students and 56.5% for high school students. The percentages of students drinking once a week or more often were 4.8% and 17.8%, respectively.

As may be seen in Table 8, Appendix II, the prevalence and frequency of use of beer is related to grade. The prevalence of drinking beer, not including sips and tastes, is as follows: Grade 7, 18.8%; Grade 8, 27.2%; Grade 9, 40.9%; Grade 10, 50.4%; Grade 11, 60.0%; Grade 12,

67.9% and Grade 13, 68.9%. The proportion drinking once a week or more often increases from 3.7% for Grade 7 students to 12.1% for Grade 9 to 15.7% for Grade 11 to 29.1% for Grade 13 students.

The consumption of beer is directly related to the age of high school students from 14 years to 18 years. The percentages of students who reported drinking once or more often, not including sips or tastes, during the past six months were: 14 years, 38.8%; 15 years, 47.4%; 16 years, 59.5%; 17 years, 65.0%; 18 years, 72.6%; and 19 years and over, 69.8%.

Male students, at both the elementary and high school level, were more likely to report drinking beer than female students. Almost twice as many male elementary (30.5%) as female students (16.1%) had consumed one or more drinks of beer, not including sips or tastes, during the six months prior to the survey. The comparable figures for high school males and females were 65.3% and 49.4%, respectively. The percentages of males who drank beer once a week or more often were 6.8% for elementary and 25.3% for high school students. By comparison, 2.7% and 11.8% of the female students respectively drank weekly or more often.

As for all alcoholic beverages combined, the use of beer was found to be negatively related to grade average for both elementary and high school students. Of the elementary students who reported a grade average of outstanding (80 or higher), 13.2% reported drinking beer once or more often during the six months prior to the survey, not counting tastes and sips. The comparable percentage for students who had an unsatisfactory grade average (below 50) was 45.4%. The comparable high school students percentages were 40.1% and 76.4%, respectively.

Wine

More students, both elementary and secondary, reported drinking wine than either beer or liquor. The relatively high levels of reported use of wine, 61.7% for elementary and 74.9% for high school students, decreases very sharply when sips and tastes are excluded. More students reported sipping and tasting wine than beer or liquor. As is shown in Table 1, when sips and tastes are excluded, one-quarter of the elementary students had consumed one or more drinks of wine in the six months prior to the survey and 4.0% had drunk wine once a week or more often. The comparable high school percentages were 53.3% and 8.8%, respectively.

The prevalence and frequency of use of wine is directly related to grade. Just over one-fifth of the Grade 7 students claimed to have drunk one or more glasses of wine compared to over two-thirds of the Grade 13 students. For details, see Table 9, Appendix II. As with the other alcoholic beverages, the prevalence and frequency of use of wine increases with age from 14 years to 18 years, then drops slightly among students 19 years and older.

Males and females reported similar consumption patterns for wine with the exception that slightly more male than female high school students drank once a week or more often, 10.2% compared to 7.6%. The prevalence of use is not significantly different but there is a tendency for more males not to drink wine at all and more females to take only sips and tastes.

Grade average and wine consumption were not significantly related among elementary school students. The prevalence of wine drinking differed only slightly among high school students when cross-tabulated by grade average. The proportion drinking once a week or more often appears to be negatively related to grade average. Only 8.6% of the high school students with an average of 80 or over drank wine weekly compared to 13.1% of those who had a grade average of less than 50.

Wine With Family At Meals

Previous research has indicated that much of the wine consumed by students is drunk in the home, usually with meals. A question was included to determine how widespread this type of drinking is among students. It was placed directly after the question on wine consumption and logically all responses to this question would be either the same or lower than reported use of wine. For the high school students, the prevalence and frequency of drinking wine at meals with family is lower than the comparable rates for wine consumption when no constraints on when, where or with whom are indicated. The pattern of responses of the elementary students was less clear. This may have been due to the question sequence or some of the students may have remembered one or more occasions when they had a glass of wine at home with their family after answering the first questions regarding wine consumption.

Generally the use of wine with family at meals appears to account for a substantial proportion of those occasions at which students consume wine. While 53.3% of the high school students reported drinking one or more glasses of wine in the past six months, 45.1% said they had done so with family at meals. Among these students, 8.8% reported drinking wine once a week or more often and 7.7% did so with family at meals. We do not have estimates of the actual amounts consumed on these occasions, so one cannot make estimates in terms of the proportion of wine consumed with family at meals. As may be seen in Tables 9 and 10, Appendix II, the ratio between the percentage of students who drank wine once a week or more often and the percentage who drank wine once a week or more often with family at meals decreases as grade increases.

The consumption of wine with family at meals is related to the various student characteristics in the same way as wine consumption; that is, it increases with grade and age and high school males have a higher frequency of use than females. Grade average is not related for elementary students, but for the high school students, while the prevalence is directly related to grade average, use once a week or more often is inversely related.

Liquor

Just under half (47.1%) of the elementary and three-quarters (72.1%) of the high school students reported they had drunk or tasted liquor, such as whiskey, gin, scotch, rum, vodka, etc., in the past six months. When sips and tastes were excluded, 20.7% of the elementary and 59.2% of the high school students reported taking one or more drinks. Very few elementary students, 3.3%, claimed to have drunk liquor weekly or more often. This compares to 11.3% of the high school students. As may be seen in Table 1, liquor is the least popular alcoholic beverage among elementary students. Among high school students, liquor is slightly more popular than beer when measured in terms of the percentage reporting one or more drinks, but much less popular than beer among students who drink each week.

The use of liquor is directly related to grade. As may be seen in Table 11, Appendix II, 15.0% of the Grade 7 students had one or more drinks of liquor in the study period. This compares to 26.3% for Grade 8; 38.2% for Grade 9; 53.9% for Grade 10; 62.0% for Grade 11; 73.6% for Grade 12; and 75.5% for Grade 13. The proportion of students using liquor once a week or more often follows a similar trend, increasing from 2.3% in Grade 7 to 16.8% in Grade 13.

The use of liquor increases with age from 37.3% of 14-year-old students to 78.4% for students 18 years of age and then decreases slightly to 72.5% for students 19 years and older. The percentage of students drinking once a week or more often increases from 5.2% among 14-year-old students to 17.9% among those 18 years old and then continues to increase to 22.9% of the students 19 years old and over.

More males than females reported drinking liquor at the elementary level. Among elementary students, 24.6% of the males drank once or more often during the previous six months compared to 17.0% of the females. The prevalence of liquor drinking and drinking weekly or more often is the same for high school males and females.

More of the students at both levels with a low academic performance drank liquor. The prevalence of drinking among elementary students with a grade average of 80 or over was 13.5% compared to 23.8% of the students with an average of 50 or less. Only 0.9% of the outstanding students drank weekly compared to 11.6% of the students with an unsatisfactory grade average. A similar pattern was found for high school students. The prevalences of use by the high and low academic groups were 45.6% and 76.0% respectively, and of those drinking weekly 3.7% and 32.6% respectively.

Prevalence and Frequency of Consumption of Other Drugs By Students

Introduction

The students were asked to indicate their use of five psychoactive drugs during the six months prior to the survey. These drugs were tobacco, tranquilizers, solvents, stimulants and marihuana. The fictitious drug bindro was also included in order to detect false responses, and as was mentioned in the methodological section of this report, the 54 students who claimed to have used it were excluded from the final sample.

For each drug, except tobacco, the first response category provided the students with the opportunity to indicate they did not know what the drug was. Even though examples were given for each drug, a substantial proportion of the elementary students indicated they did not know what the drugs were. In this study, no distinction was made between prescription and non-prescription use. The findings are presented for each of the drugs in Table 2.

Tobacco

Tobacco is by far the most frequently used drug studied. Just over one-third (37.0%) of the elementary and half (50.5%) of the high school students reported smoking tobacco during the previous six months. A substantial proportion (9.1%) of the elementary and 26.4% of the high school students smoked once a day or more often.

The use of tobacco is related to grade in that prevalence increases from Grade 7 to Grade 12, then decreases for Grade 13 students. The prevalence of smoking by grade is shown in Table 12, Appendix II. Male and female elementary school students reported similar patterns of smoking but female high school students were more likely to smoke than male students. The prevalence of smoking was 54.6% among female high school students compared to 45.4% for male students. A small proportion of the students, 3.3% of the males and 2.5% of the females, smoked 20 or more cigarettes per day.

Students with higher grade averages were found to be less likely to smoke than those who had lower grade averages; see Table 5, Appendix II. While only 23.5% of the elementary students with an outstanding average smoked, 70.6% of those with an unsatisfactory grade average reported doing so. The comparable figures for high school students were 33.3% and 81.4%, respectively.

These estimates of student smoking are higher than those reported in other studies because this study includes as smokers those students who had only tried a cigarette one or two times. One-fifth of the elementary and one-seventh of the high school students in this sample had only tried one or two cigarettes during the study period.

Table 2: Prevalence and Frequency of Student Drug Use
During The Previous Six Months
(percentage of students reporting use)

Frequency	Tobacco	Tranqui- lizers	Stimulants	Solvents	Marihuana
Elementary Students					
Not aware	n.a.	16.7	20.2	7.0	6.8
Not used	63.0	78.0	75.9	88.0	83.8
Once or more often	37.0	5.3	3.9	5.0	9.4
Once a week or more often	n.a.	1.1	0.5	0.6	2.8
Once a day or more often	9.1	0.6	0.1	0.2	0.8
Number of Students	1805	1805	1805	1805	1805
High School Students					
Not aware	n.a.	4.5	3.4	2.4	1.7
Not used	49.5	86.4	86.9	94.4	64.7
Once or more often	50.5	9.1	9.7	3.2	33.6
Once a week or more often	n.a.	1.5	1.5	0.6	11.8
Once a day or more often	26.4	0.5	0.4	0.3	3.1
Number of Students	2872	2872	2872	2872	2872

Tranquilizers

The prevalence of use of tranquilizers, defined in the questionnaire as librium, valium, etc., was 5.3% for elementary and 9.1% for high school students. As is shown in Table 13, Appendix II, 16.7% of the elementary and 4.5% of the high school students did not know what tranquilizers were.

The use of tranquilizers is related to grade, but the relationship is not consistent. As is shown in Table 13, Appendix II, the prevalence of use increases from 3.8% in Grade 8 to 10.9% in Grade 10, then decreases slightly to 8.8% in Grade 11, increasing again to 10.4% in Grade 12, and decreases to 7.7% in Grade 13. In many previous student drug studies, a similar trend has been observed where use increases until Grade 11 or 12 and then decreases.

The use of tranquilizers was not found to be related to sex, but their use is negatively related to grade average; that is, the students with better academic records were less likely to use tranquilizers. For details of tranquilizer use by grade average, see Table 5, Appendix II.

Stimulants

Very few students used stimulants, defined in the questionnaire as uppers, pep pills, speed and other amphetamines, etc. Only 3.9% of the elementary and 9.7% of the high school students reported using these drugs. One-fifth of the elementary and 3.4% of the high school students did not know what stimulants were.

The use of stimulants is related to grade as shown in Table 14, Appendix II. The prevalence of use increases from 3.0% in Grade 7 to 4.9% in Grade 8, to 8.8% in Grade 9, 9.0% in Grade 10, 11.0% in Grade 11, 11.8% in Grade 12, and then decreases to 7.6% in Grade 13.

The use of stimulants is not related to sex, but is much higher for students who have a low grade average than those who are doing well academically, as is shown in Table 5, Appendix II. At the elementary level, 2.9% of the outstanding students report using this drug compared to 13.3% of those who have an unsatisfactory academic record. The comparable high school student percentages are 3.2% and 16.2%, respectively.

Solvents

Solvents are one of the few types of psychoactive drugs which are more frequently used by elementary than high school students. The students were asked how often they had sniffed any of the following solvents to get high, namely, glue, nail polish remover, paint thinner and gasoline.

The prevalence of use is relatively low, with 5.0% of the elementary and 3.2% of the high school students reporting use in the six months prior to the survey. Only 0.6% of the students at both levels reported using solvents once a week or more often.

The prevalence and frequency of use of solvents by grade are shown in Table 15, Appendix II. The prevalence of use is approximately 5% in Grades 7 to 10, 3% in Grade 11, and less than 2% in Grades 12 and 13. The use of solvents is independent of sex. As is shown in Table 5, Appendix II, students with lower grades are more likely to use solvents than those with outstanding or good grades.

Marihuana

When the use of marihuana or hashish was investigated, it was found that almost one-tenth (9.4%) of the elementary and one-third (33.6%) of the high school students had used this drug in the six months prior to the survey. Use once a week or more often was reported by 2.8% of the elementary and 11.8% of the high school students.

Marihuana use is strongly related to grade; see Table 16, Appendix II. The prevalence of use increased from 5.0% in Grade 7 to 13.4% in Grade 8, to 21.5% in Grade 9, to 31.8% in Grade 10, 39.3% in Grade 11, and peaked at 41.0% in Grade 12. Slightly fewer (36.9%) of the Grade 13 students reported using this drug. The use of marihuana is sex-related in that 12.0% of the elementary and 37.3% of the high school males reported using this drug compared to 6.9% and 30.7% of females, respectively. More males than females also used marihuana once a week or more often.

The use of marihuana is very strongly related to grade average. While the data indicate that low academic achievement is associated with high marihuana use, the direction of causality cannot be determined from the survey data. Among elementary students, more of the students who got lower academic grades did not know what marihuana was. While 4.9% of the outstanding students did not know what it was, 10.2% of the students with an average from 50 to 59 and 11.0% of those who had an average of less than 50 did not know what it was. Among high school students less than 2% did not know what this drug was, but almost twice that percentage of the students with a grade of under 50 said they did not know. See Table 5, Appendix II.

The prevalence of use of marihuana among elementary students ranged from 4.8% of the students with the highest grades (80 - 100) to 30.0% of those with the lowest grades (50 or less). For high school students, the percentages using marihuana were as follows: outstanding, 18.6%; good, 31.4%; fair, 39.0%; poor, 46.8%; and unsatisfactory, 63.5%. Use once a week or more often for high school students was as follows: outstanding, 4.3%; good, 9.3%; fair, 15.3%; poor, 22.9%; and unsatisfactory, 23.3%. Of all high school students, 3.1% said they used marihuana daily.

The Relationship Between The Use Of Alcohol and Other Drugs

In an effort to determine the relationship between drinking and the use of other psychoactive drugs, the students' responses to the questions were cross-tabulated by how frequently they reported drinking beer, wine or liquor during the previous six months. The findings are summarized in Table 3, using a measure of association called the Contingency Coefficient. The larger the coefficient, the greater the degree of relationship between drinking and drug use.

Table 3: Relationship Between Use of Alcohol and
Use of Other Drugs

Drugs	Elementary Students Contingency Coefficient	High School Students Contingency Coefficient
Tobacco	.392	.396
Marihuana	.445	.477
Stimulants	.268	.322
Tranquilizers	.236	.169
Solvents	.211	.171
Number of Students	1805	2872

The consumption of alcohol was found to be statistically significantly related at the .05 level of confidence to the use of all five drugs studied. The degree of relationship was stronger for marihuana and tobacco than for the other three drugs. For both the elementary and high school students, the contingency coefficient between alcohol use and tobacco use was 0.39. For the elementary students, the correlation between drinking and using marihuana was .445, while the correlation for high school students was very slightly higher, .477. The contingency coefficients for stimulants were .268 and .322 for elementary and high school students, respectively. The comparable coefficients for tranquilizers are .236 and .169, and for solvents .211 and .171, respectively. While all of the coefficients are statistically greater than zero, indicating that the use of alcohol and other drugs tends to be related, it should not be assumed that the use of one drug causes the use of the other.

The degree of relationship may be illustrated in a slightly different way based on the cross-tabulations performed on the students' responses. Among those high school students who did not drink an alcoholic beverage in the six-month period studied, only 5.4% used marihuana. The comparable figure for marihuana use among students who drank once or twice a month was 27.3%; three to four times a month, 53.0%; and among students who drank twice a week or more often, 70.5%. Half the students who drank twice a week or more often reported using marihuana three or more times a month. Only 2% of the non-drinkers used marihuana this frequently. The relationship between marihuana use and alcoholic beverages is shown in Table 17, Appendix II.

Smoking tobacco is strongly related to drinking alcoholic beverages for both elementary and high school students. While only 6.6% of the elementary students who had drunk beer, wine or liquor reported smoking once a day or more often, 44.9% of the students who had drunk two or more times per week smoked each day. The comparable figures for high school students were 10.5% and 64.5%, respectively. While less than 1% of both the elementary and high school non-drinkers smoke 16 or more cigarettes per day, 9.6% of the elementary and 17.0% of the high school students who drank twice a week or more often smoke 16 or more cigarettes daily. See Table 18, Appendix II, for further details of the relationship between drinking and smoking.

School Behaviours Related To And Independent of Drinking

Introduction

The primary purpose of this research project was to determine whether or not the consumption of alcoholic beverages affects the behaviours of students while at school. A previous study conducted by the authors (27) investigated 14 classroom and 6 school behaviours among students in a single school system. On the basis of this experience, a series of different types of behaviours were identified and included in this study.

The behaviours studied may be grouped on the basis of whether they occur in the classroom or in the school or are extra-curricular in nature. Some can occur whether alcohol has been consumed or not, for example, being late for class, while others such as having a hangover can occur only if alcohol has been consumed. An effort has been made to include behaviours which range from those which are inappropriate or mildly anti-social such as being late to those which are illegal, such as damaging school property.

The question format used asked the students, first, how many times, since September 1977, they had experienced the behaviour because they drank beer, wine or liquor. The response categories allowed the student

to indicate that he or she had not drunk since September 1977, does not drink at all, only takes sips, or drank but never experienced the behaviour, as well as indicating the actual number of times. The next question inquired as to the total number of times the student had experienced the behaviour since the previous September. It was considered essential to have a measure of the overall prevalence of each behaviour in order to establish a benchmark with which alcohol-related behaviours could be compared. If one does not have a measure of the overall prevalence of a behaviour, the alcohol-related measure can be easily misinterpreted. See the questionnaires in Appendix I for details.

The students were asked to respond to each question regarding the various behaviours in terms of "any of your classes at this school" for the classroom behaviours and in terms of "at this school" for the school-related behaviours, such as damaging school property or theft. In the previous study completed by the authors, the prevalence of classroom behaviours was measured in terms of a single class and/or teacher. This should be taken into account if the results from this and the previous or other studies are compared. It is also essential to consider the time period for which the students are reporting their behaviour when comparing the findings from different studies.

Prevalence of Behaviours

Five classroom and three school-related behaviours were investigated, namely: feeling tired or sleepy during a class; having trouble concentrating or paying attention; being late for any classes; failing a test, exam or project; cheating on a test, exam or project; being absent from school for a half or whole day; damaging property at school on purpose; and stealing something worth more than \$5.00 at school. The percentages of students who reported each of the behaviours and the frequency of their occurrence since September 1977 are shown in Table 4 for both all occurrences and alcohol-related occurrences.

Generally a high proportion of students reported they had experienced the various behaviours once or more frequently. The prevalence of the various behaviours among elementary students were: feeling tired or sleepy, 70.5%; having trouble concentrating, 59.0%; being late for classes, 52.6%; failing a test, exam or project, 68.6%; cheating on a test, exam or project, 27.0%; being absent for a half or whole day, 81.2%; damaging school property, 9.0%; and stealing something worth more than \$5.00, 8.4%. For most behaviours, more high school than elementary school students reported they had occurred for any reason. The comparable high school percentages were: feeling tired or sleepy, 87.5%; trouble concentrating, 79.3%; being late, 73.3%; failing a test, 76.2%; cheating, 40.9%; absent for half day or more, 90.7%; damaging school property, 8.0%; and stealing, 8.1%.

For four of the behaviours (namely, feeling tired, having trouble concentrating, being late for classes, and being absent for a half or whole day) more of the high school than elementary school students reported these behaviours as the result of drinking. For the other four behaviours (namely, failing a test, exam or project; cheating on a test, exam or project; damaging school property; and stealing) the differences between the elementary and high school students were too small to be considered.

The proportion of behaviours reported which are alcohol-related is quite low in almost all cases. Only a small proportion of the behaviours reported by the elementary students were attributed to the consumption of alcoholic beverages. The proportions for feeling tired or sleepy is 1 in 18.8; trouble concentrating, 1 in 16.9; late for classes, 1 in 15.0; fail a test, exam or project, 1 in 19.3; cheat on a test, exam or project, 1 in 11.6; being absent, 1 in 26.2; damaging school property, 1 in 6.0; and stealing, 1 in 9.3. In other words, between 5% and 16% of the behaviours reported by the elementary students were attributable to the consumption of alcoholic beverages.

While a somewhat higher proportion of the school behaviours reported by the high school students were attributable to alcohol use, the proportion was generally quite low. A higher proportion of the occurrences of damaging school property and feeling tired or sleepy were attributed to drinking than the other behaviours.

The frequency with which most of the behaviours occur is relatively low. While a majority of students report each of the behaviours except cheating, damaging school property and stealing, most report the behaviour occurred five times or fewer in the four-to-six-month study period. The frequency with which alcohol-related events occurred was quite low, with most alcohol-related behaviour being reported only once by the students. See Table 4 for further details.

Grade

The prevalence of most of the classroom behaviours is directly related to grade. As may be seen in Table 5, the prevalences of students reporting feeling tired, having trouble concentrating, and being late for any reason all increase from Grades 7 to 13. The prevalence of failing a test for any reason increases from Grades 7 to 12, then decreases slightly. Cheating among high school students does not differ significantly by grade. The prevalence of behaviours related to drinking increases from Grades 7 to 13 for feeling tired and having trouble concentrating, but it peaks in Grade 12 for being late and for failing a test, exam or project. Cheating as the result of drinking, while related to grade, does not follow a consistent pattern. The percentage of students admitting to cheating was quite small, ranging from 0.8% to 3.0%.

Table 4: Frequency of Behaviours Which Occurred For Any Reason
and Because of Drinking Beer, Wine or Liquor
(percentage reporting behaviour since September 1977)

Frequency	Behaviours							
	Feel tired/sleepy Elem.	High	Trouble concentrating Elem.	High	Late for classes Elem.	High	Fail test, exam, etc. Elem.	High
Any Reason								
Never	29.5	12.5	41.0	20.7	47.4	26.7	31.4	23.8
Once	24.4	14.6	24.4	13.4	21.9	16.2	26.3	21.7
Twice	14.2	11.2	13.8	15.7	12.6	14.8	18.2	20.3
3 - 5 times	14.5	22.6	13.1	24.8	12.2	22.1	18.4	24.4
6 - 10 times	7.4	12.9	3.4	10.0	2.8	9.8	4.1	7.3
11 or more times	10.0	26.2	4.3	15.4	3.1	10.4	1.6	2.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	1797	2863	1802	2868	1799	2869	1800	2865
Alcohol								
Never, don't drink/ sips only	96.3	89.1	96.5	93.2	96.5	93.5	96.4	96.9
Once	1.8	5.1	1.7	3.3	1.7	3.3	1.5	1.6
Twice	0.6	2.3	0.5	1.5	0.6	1.4	1.1	0.8
3 - 5 times	0.7	2.5	0.4	1.0	0.6	0.9	0.5	0.4
6 - 10 times	0.2	0.5	0.4	0.5	0.2	0.4	0.3	0.1
11 or more times	0.4	0.5	0.5	0.5	0.4	0.5	0.2	0.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	1800	2869	1804	2870	1802	2869	1802	2868

Table 4 Continued

Frequency	Cheat on test, etc.		Absent from school		Behaviours Damage property		Steal more than \$5.00	
	Elem.	High	Elem.	High	Elem.	High	Elem.	High
Any Reason								
Never	72.2	59.1	18.8	9.3	91.0	92.0	91.6	91.9
Once	16.6	19.2	20.7	14.9	5.6	4.9	5.8	5.1
Twice	6.5	10.4	17.6	15.3	1.5	1.7	1.1	1.8
3 - 5 times	3.4	8.4	26.3	31.4	1.0	0.8	0.9	0.7
6 - 10 times	0.8	1.5	10.1	16.6	0.3	0.3	0.2	0.2
11 or more times	0.5	1.4	6.6	12.5	0.6	0.3	0.4	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	1803	2871	1803	2869	1803	2869	1803	2869
Alcohol								
Never/don't drink/ sips only	97.6	98.1	96.9	91.0	98.6	98.6	99.0	99.4
Once	1.2	0.9	1.3	4.5	0.4	0.8	0.3	0.2
Twice	0.7	0.4	0.8	1.9	0.6	0.4	0.2	0.2
3 - 5 times	0.1	0.3	0.5	1.5	0.2	0.1	0.3	0.1
6 - 10 times	0.1	0.1	0.2	0.6	-	-	0.1	-
11 or more times	0.3	0.2	0.3	0.5	0.3	0.1	0.1	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	1799	2871	1804	2872	1801	2869	1803	2869

Table 5: Prevalence of Behaviours Which Occurred For Any Reason
and Because of Drinking Beer, Wine or Liquor By Grade
(percentage reporting behaviour since September 1977)

Behaviours	Elementary Students			9	High School Students				13	Total
	7	8	Total		10	11	12			
Feel tired or sleepy										
a Any Reason	65.5	75.1	70.5	81.9	83.5	89.6	91.6	93.3	87.5	
b Alcohol	3.5	4.0	3.7	7.2	8.9	11.7	13.5	15.1	10.9	
Proportion	18.7	18.8	18.8	11.4	9.4	7.7	6.8	6.2	8.0	
Trouble concentrating										
Any Reason	54.4	63.5	59.0	71.2	73.4	82.5	85.8	87.0	79.3	
Alcohol	3.1	3.8	3.5	3.8	6.1	5.8	10.3	9.0	6.8	
Proportion	17.6	16.7	16.9	18.7	12.0	14.2	8.3	9.7	11.7	
Late for classes										
Any Reason	49.0	56.0	52.6	65.6	70.9	75.9	78.2	78.4	73.3	
Alcohol	2.6	4.2	3.5	3.5	5.8	5.2	9.7	9.3	6.5	
Proportion	18.9	13.3	15.0	18.7	13.6	14.6	8.1	8.4	11.3	
Fail test, exam or project										
Any Reason	67.4	69.9	68.6	73.1	73.4	80.2	80.2	74.2	76.2	
Alcohol	3.5	3.6	3.6	3.1	3.2	1.8	4.5	3.2	3.1	
Proportion	19.3	19.4	19.3	23.6	22.9	44.6	17.8	23.2	24.6	
Cheat on exam, test or project										
Any Reason	23.1	32.4	27.8	41.0	40.4	44.9	41.3	35.6	40.9	
Alcohol	2.3	2.4	2.4	3.0	2.2	0.8	2.0	0.8	1.9	
Proportion	10.0	13.5	11.6	13.7	18.4	56.1	20.6	44.5	21.5	

Table 5 Continued

Behaviours	Elementary Students			9	High School Students				13	Total
	7	8	Total		10	11	12			
Absent from school for a half or whole day										
Any Reason	77.8	84.5	81.2	86.7	90.5	91.2	94.0	92.0	90.7	
Alcohol	2.2	3.9	3.1	4.6	7.8	7.5	12.2	14.4	9.0	
Proportion	35.4	21.7	26.2	18.9	11.6	12.2	7.7	6.4	10.1	
Damage school property on purpose										
Any Reason	7.3	10.6	9.0	11.4	8.5	6.8	7.7	4.7	8.0	
Alcohol	1.4	1.6	1.5	2.6	1.0	1.1	1.2	1.2	1.4	
Proportion	5.2	6.6	6.0	4.4	8.5	6.2	6.4	3.9	5.7	
Steal more than \$5.00										
Any Reason	7.2	9.6	8.4	8.1	8.0	9.9	7.5	7.1	8.1	
Alcohol	0.9	0.8	0.9	1.0	0.6	0.1	0.7	0.2	0.6	
Proportion	8.0	12.0	9.3	8.1	13.3	99.0	10.7	35.5	13.5	
Number of Students	887	918	1805	638	631	607	548	447	2872	

Being absent from school for a half or whole day was related to grade in the same manner as being late with the percentage of students who were late for any reason and due to drinking both increasing directly from Grades 7 to 13. While deliberate damage to school property was not significantly related to grade in high school, damaging school property on purpose as the result of drinking beer, wine or liquor was related to grade, even though the prevalence of this behaviour was extremely low, ranging from 1.0% to 2.6%. While stealing something worth more than \$5.00 was independent of grade, stealing as the result of drinking was related. The latter behaviour was relatively uncommon, with a high of 1.0% in Grade 9.

Sex

More males than females at both the elementary and secondary levels reported feeling sleepy or tired, but more of the males were sleepy or tired because of drinking; see Table 19, Appendix II. The percentage of female high school students (77.2%) who had trouble concentrating was higher than that for male students, but did not differ significantly for the elementary students. More males than females at both levels reported difficulty in concentrating because of drinking. Almost three-quarters of the students had been late for a class and more males than females were late at the secondary level both for any reason and because of drinking. As with all the behaviours, more of the male than female elementary students were late because of drinking. The prevalence of lateness for any reason did not differ significantly among elementary students.

Significantly more males than females at both levels reported damaging school property on purpose and failing a test, exam or project for any reason and because of drinking. While significantly more males than females admitted cheating on a test, exam or project as the result of drinking, no difference was found in overall levels of cheating. For all eight behaviours, significantly more males than females reported that they engaged in the behaviour because of drinking. In most cases, more males than females reported the behaviour for any reason. The major exceptions were that more females reported feeling tired or sleepy and being absent from school for a whole or half day.

Grade Average

Grade average is strongly related to the five classroom behaviours studied. Generally the lower the academic achievement level of the students, the more likely they are to report the behaviours for any reason; see Table 6. For the behaviours being late for classes, failing a test, exam or project and cheating on a test, exam or project, being absent a half or whole day and stealing, the lower the grade average, the more students reporting the behaviour at both the elementary and high school levels. For the other three behaviours, damaging school property, feeling tired and having trouble concentrating for any reason, the same relationship exists, but often the students who have an average of 50 - 59 reported a slightly higher prevalence of the behaviour than those with an average of less than 50.

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When the prevalence of classroom behaviours which are reported to be due to drinking are considered, one again finds a very strong relationship with grade average. For all eight behaviours at both the elementary and high school levels, a statistically significant relationship was found; see Table 6. Very few of the behaviours reported for any reason by the students with a grade average of 67 or over were related to drinking among elementary and high school students, while a very high proportion of the behaviours reported by the students with an average of 50 or less were related to drinking. The percentages and ratios are shown in Table 6.

The data show both that the prevalence of alcohol-related behaviours increases as grade average decreases and that the proportion of all behaviours due to alcohol use also increases. For example, among high school students, 60.7% of those with a grade average of 80 - 100 reported being late for any reason and 3.4% because of drinking. Among students with a grade average of less than 50, 91.9% were late for any reason and 19.3% because of alcohol. The frequency with which students reported the eight behaviours increased as grade average decreased. The frequency of behaviours due to alcohol use also increased as grade average decreased. A high proportion of the students with a grade average of 67 or over reported the behaviour only occurred once, while many of the students with a grade average of 59 or less reported the behaviour occurred 3 or more times.

School Behaviours Involving Alcohol

Introduction

This section of the report presents the findings from a series of questions about student involvement with alcohol in the school environment. The behaviours investigated included: bringing alcohol to school; drinking in school or on the school grounds during school hours; attending classes after drinking; being high after drinking; being drunk in class; feeling at ease in class after drinking; having trouble with a staff member; and visiting a guidance counsellor to discuss problems as a result of drinking. The elementary students were not asked about bringing alcohol to school or feeling more at ease in class as the result of drinking.

For most of the behaviours studied, substantially more of the high school than elementary school students reported they had personally experienced one of the behaviours since September 1977. No difference in prevalence was apparent for two behaviours investigated, namely, having trouble with staff and visiting a guidance counsellor.

The behaviours most frequently reported by both the elementary and high school students, as is shown in Table 7, were attending class after drinking, having a hangover, bringing alcohol to school and drinking on school property. These behaviours were reported by from 10% to 14% of the high school students and approximately 4% of the elementary students.

Table 6: Prevalence of Behaviours Which Occurred For Any Reason
and Because of Drinking Beer, Wine or Liquor By Grade Average
(percentage reporting behaviour since September 1977)

Behaviours	Elementary Students						High School Students					
	Below 50	50-59	60-66	67-79	80-100	Total	Below 50	50-59	60-66	67-79	80-100	Total
Feel tired or sleepy												
a Any Reason	57.8	73.3	66.4	73.7	67.7	70.5	84.9	91.8	85.7	88.0	86.6	87.5
b Alcohol	17.9	5.6	5.0	3.2	2.2	3.7	23.4	18.4	11.6	10.2	5.7	10.9
Proportion a:b ¹	3.2	13.1	13.2	23.0	30.8	19.1	3.6	5.0	7.4	8.6	15.2	8.0
Trouble concentrating												
Any Reason	70.7	77.4	58.1	59.0	53.2	59.0	89.0	85.3	82.9	79.1	68.1	79.3
Alcohol	12.6	7.1	4.5	3.1	0.9	3.5	19.2	12.2	7.6	5.9	3.1	6.8
Proportion	5.6	10.9	12.9	19.0	59.0	16.9	4.6	7.0	10.9	13.4	22.0	11.7
Late for classes												
Any Reason	63.4	61.1	55.8	50.7	49.3	52.5	91.9	86.2	77.6	71.4	60.7	73.3
Alcohol	13.5	6.4	3.9	3.2	1.4	3.5	19.3	12.9	7.9	4.9	3.4	25.8
Proportion	4.7	9.6	14.3	15.8	35.2	15.0	4.8	6.7	9.8	14.6	17.9	2.8
Fail test, exam or project												
Any Reason	94.1	97.8	86.9	70.9	29.8	68.6	98.7	95.8	92.4	76.3	29.0	76.2
Alcohol	15.4	7.7	5.6	2.7	0.7	3.6	28.9	7.2	4.4	1.3	1.2	3.1
Proportion	6.1	12.7	15.5	26.3	42.6	19.1	3.4	13.3	21.0	58.7	24.2	24.6
Cheat on test, exam or project												
Any Reason	39.2	31.2	29.7	29.5	19.6	27.8	38.7	49.0	43.6	41.0	30.0	40.9
Alcohol	11.6	6.1	2.7	2.2	0.8	2.4	7.4	5.3	2.1	1.2	0.7	1.9
Proportion	3.4	5.1	11.0	13.4	24.5	11.6	5.2	9.3	20.8	34.2	42.9	21.5

¹ This proportion indicates that 1 student in 3.2 who felt tired or sleepy did so because he or she had been drinking.

Table 6 Continued

Behaviours	Elementary Students						High School Students					
	Below 50	50-59	60-66	67-79	80-100	Total	Below 50	50-59	60-66	67-79	80-100	Total
Absent from school for a half or whole day												
Any Reason	85.3	81.9	78.1	83.6	79.2	81.3	91.9	94.8	91.2	91.2	85.0	90.7
Alcohol	14.7	7.5	4.6	2.1	1.1	3.1	31.4	19.0	9.9	7.7	2.1	9.0
Proportion	5.8	10.9	17.0	39.8	72.0	26.2	2.9	5.0	9.2	11.8	40.5	10.1
Damage school property on purpose												
Any Reason	12.1	14.2	10.8	8.2	6.8	9.0	24.4	16.1	9.1	6.7	3.0	8.0
Alcohol	4.5	2.7	1.5	1.3	1.0	1.5	3.5	2.7	1.5	1.2	0.9	1.4
Proportion	2.7	5.3	7.2	6.3	6.8	6.0	7.0	6.0	6.1	5.6	3.3	5.7
Steal more than \$5.00												
Any Reason	18.0	13.1	10.1	8.1	5.2	8.5	19.4	12.3	8.4	7.6	5.5	8.2
Alcohol	4.3	2.3	0.9	1.0	-	1.0	5.7	1.7	0.4	0.3	0.5	0.6
Proportion	4.2	5.7	11.2	8.1	-	8.5	3.4	7.2	21.0	25.3	11.0	13.7
Number of Students	25	117	447	817	362	1798	37	286	806	1320	414	2864

Table 7: Frequency of Alcohol-Related Behaviours
Since September 1977

Frequency	Elementary School Students Percentage	High School Students
Bring alcohol to this school ^a		
Never brought it	n. a.	88.4
Once		5.5
Twice		3.0
3 - 5 times		2.1
6 or more times		1.0
Total		100.0
Number of Students		2858
Drink alone or with friends in school building or yard during school hours		
Never/ don't drink/sips only	96.5	90.5
Once	1.3	3.7
Twice	0.7	2.7
3 - 5 times	0.6	1.8
6 or more times	0.9	1.3
Total	100.0	100.0
Number of Students	1804	2870
Attend classes after drinking		
Never/don't drink/sips only	95.5	86.4
Once	1.9	5.9
Twice	0.9	2.9
3 - 5 times	0.8	3.1
6 or more times	0.9	1.7
Total	100.0	100.0
Number of Students	1804	2870

Table 7 Continued

Frequency	Elementary School Students Percentage	High School Students
High in class		
Never/don't drink/sips only	96.1	91.1
Once	1.8	4.4
Twice	0.4	2.0
3 - 5 times	0.7	1.4
6 or more times	1.0	1.1
Total	100.0	100.0
Number of Students	1804	2871
Drunk in class		
Never/don't drink/sips only	97.6	95.0
Once	1.3	2.7
Twice	0.3	1.1
3 - 5 times	0.3	0.6
6 or more times	0.4	0.6
Total	100.0	100.0
Number of Students	1802	2870
Hangover in class		
Never/don't drink/sips only	95.7	87.3
Once	2.5	6.5
Twice	0.8	2.5
3 - 5 times	0.4	2.3
6 or more times	0.5	1.4
Total	100.0	100.0
Number of Students	1796	2863

Table 7 Continued

Frequency	Elementary School Students Percentage	High School Students
Feel at ease in class ^a		
Never/don't drink/sips only	n.a.	93.4
Once		2.8
Twice		1.2
3 - 5 times		1.4
6 or more times		1.1
Total		100.0
Number of Students		2853
Trouble with staff for misbehaving		
Never/don't drink/sips only	98.0	97.7
Once	0.8	1.6
Twice	0.4	0.4
3 - 5 times	0.2	0.1
6 or more times	0.6	0.2
Total	100.0	100.0
Number of Students	1802	2871
Visit guidance counsellor to talk about problems		
Never/don't drink/sips only/no guidance	99.2	99.2
Once	0.5	0.3
Twice	-	0.2
3 - 5 times	0.3	0.1
6 or more times	-	0.2
Total	100.0	100.0
Number of Students	1802	2866

^a Asked only of students in Grades 9 to 13.

The frequency with which the reported behaviours occur is quite low for the elementary students. As is shown in Table 7, for most behaviours, the majority of students only experienced the behaviour once or twice in the four-to-six-month period since September 1977. Among high school students, the frequency was considerably higher, but most students only reported the behaviour once or twice.

Grade

The prevalence of each behaviour was significantly related to grade at both the elementary and high school level. As is shown in Table 8, twice the percentage of the Grade 8 students usually report each behaviour as do Grade 7 students. For example, 4.7% of the Grade 8 students drink in the school building or on the grounds during school hours compared to 2.1% of the Grade 7 students. The comparable percentages for attending class after drinking are 5.7% and 2.9% respectively and for having a hangover during class, 5.6% and 2.9% respectively. For most behaviours, prevalence is higher in Grade 12 than any of the other grades. The usual pattern is for prevalence to increase from Grades 7 to 12, then decrease very slightly among Grade 13 students. The two behaviours which are an exception are attending class after drinking and being high in class. In both cases, a higher percentage of Grade 13 than Grade 12 students reported the behaviours. Note that the pattern of drinking reported by the students indicated that the prevalence of alcohol consumption increases from Grade 12 to 13.

Age

When one looks at the high school students by age one observes a small increase in the prevalence of some behaviours from 17 to 18 years of age. These include: attending class after drinking, where the prevalence increases from 16.6% to 23.9%; having a hangover, 14.2% and 18.4%, respectively; and getting high in class, 10.6% to 12.1%. The prevalence of having trouble with a teacher or principal because of drinking decreased from 2.3% to 0.8% for 17- and 18-year-old students, respectively. Visits to guidance counsellors to discuss problems related to drinking also decreased slightly from 1.2% to 0.5%. Drinking at school and being drunk at school did not decrease significantly.

Sex

All nine of the behaviours were significantly related to sex among both the elementary and high school students. In all cases, more males than females reported the nine behaviours studied. In most cases, as is shown in Table 20, Appendix II, twice as many males as females reported the behaviour. For some of the more anti-social behaviours, such as being drunk and having trouble with a staff member, approximately five times as many males as females reported the behaviour. Analysis of the frequency data indicates that males are also more likely than females to report experiencing the behaviours three or more times.

Table 8: Prevalence of Alcohol-Related Behaviours by Grade
(percentage reporting behaviour since September 1977)

	Elementary Students			9	High School Students				
	7	8	Total		10	11	12	13	Total
Bring alcohol to this school ^a		n.a.		8.1	12.5	12.3	12.8	12.5	11.5
Drink alone or with friends in school building or yard during school hours	2.1	4.7	3.5	6.1	9.5	10.9	11.6	9.5	9.5
Attend classes after drinking	2.9	5.7	4.5	7.5	11.2	11.2	18.3	22.9	13.6
High in class	3.3	4.5	3.9	7.2	8.8	6.9	11.0	11.6	8.9
Drunk in class	1.6	3.2	2.3	4.5	6.1	3.7	6.9	4.1	5.0
Hangover in class	2.9	5.6	4.2	8.3	11.9	11.1	17.2	15.7	12.6
Feel at ease in class ^a		n.a.		6.0	6.8	5.3	7.7	7.4	6.5
Trouble with staff for misbehaving	1.4	2.3	2.0	3.2	3.7	1.0	2.2	0.5	2.3
Visit guidance counsellor to talk about problems	0.5	1.1	0.8	0.8	0.8	1.0	1.3	-	0.7
Number of Students	887	918	1805	638	631	607	548	447	2872

^a Asked only of students in Grades 9 to 13.

Grade Average

Grade average is negatively related to the prevalence and frequency of occurrence of all nine behaviours. The findings consistently indicate that very few students who do well academically use alcohol or exhibit the behaviours involving alcohol studied. The prevalence of each behaviour is shown in Table 21, Appendix II. More of the high school students with failing grades than students with higher grades report they have been more at ease in school because of drinking since September 1977. Over one-fifth, 21.7%, of the students with an average of 50 or less felt more at ease compared to 3.6% of the students who have an average of 80 or over. The data suggest that a large proportion of all alcohol-related behaviours studied are committed by the small proportion of students who have low grades.

Perceived Effects of Drinking

Introduction

This section of the report discusses the students' responses to a number of questions regarding the way in which they believe drinking affects their behaviours, such as participation in extra-curricular activities, homework, and academic performance, and regarding the impact of other students' drinking on the school. These aspects of student drinking, while not as directly related to the impact of drinking on academic programs as the behaviours described in the previous sections, are important in understanding the influence of alcohol on students.

Extra-Curricular Activities

The prevalence of drinking at extra-curricular activities was found to be relatively high in a previous study conducted by the authors (27). In that study, 15.6% of the elementary and 46.2% of the high school students reported drinking alcohol at events such as athletic activities and school parties. This study investigated two types of extra-curricular activities, namely school dances and sports events at school.

The prevalence of drinking at school dances was much higher than at school sports events for both elementary and high school students. The percentage of students reporting having problems with staff because they drank at either event was very small, that is, less than 2%. While 6.4% of the elementary students reported drinking at sports events, only 1.0% had problems with staff. Only half as many of these students, 3.1%, drank at school sports events and 0.5% had problems with staff members because they drank. Among high school students, 30.9% drank at school dances and 1.8% had problems with staff. The comparable percentages for sports events were 11.3% and 1.2%, respectively.

The use of alcohol at both dances and sports events is strongly related to grade. As may be seen in Table 9, the prevalence of drinking at school dances increases from Grades 7 to 12. For sports events, the highest prevalence of drinking is reached in Grade 11. The prevalence of problems with staff due to drinking at either time is highest for Grade 12 students. Males are more likely than females to report either drinking or problems with staff members at both types of extra-curricular activities. As was found with other alcohol-related behaviours, the students with low grades report a higher prevalence of drinking and resultant problems with staff at both types of extra-curricular activities.

When asked whether or not their drinking affected their participation in school activities such as sports, drama, etc. only 2% of the elementary and 3% of the high school students indicated it had. Since the percentages involved are quite small, any conclusions other than that few students believe drinking has affected their participation in extra-curricular activities appear inappropriate.

Academic Work

The students were asked whether or not since September 1977 their drinking had affected how well they were doing at school and whether their drinking caused them to spend more or less time on homework, essays, projects or studying. Very few admitted their drinking had any effect on their academic work: 3.4% of the elementary and 4.5% of the high school students. This small proportion of students indicated more negative than positive effects. The effects are most pronounced among students who have lower grades.

The question which inquired whether drinking had caused the students to spend more or less time on school work provided somewhat contradictory findings. For elementary school students, 5.4% said drinking caused them to spend more and 3.6% to spend less time on school work. The comparable high school responses were 3.0% and 6.9%, respectively. The unexpected elementary finding may be because the wording of this question was somewhat vague.

When the findings from the two questions regarding the effects of drinking on school work and academic achievement are both considered, one observes that those students who have a grade average of 59 or less are very negatively affected by drinking. For example, while only 2.9% of the high school students with an average of 80 or higher report spending less time on school work because of drinking, 21.6% of the students with an average of less than 50 say they are so affected. The comparable percentages of students reporting negative effects on their school grades are 0.6% for students with an average of 80 or higher and 11.0% for those with an average of less than 50. While it is not possible to establish the extent to which drinking causes low grades and low grades cause drinking, it is very apparent these two factors are strongly associated.

Table 9: Drinking and Related Problems At A School Dance
and At A Sports Event By Grade
(percentage reporting behaviour since September 1977)

Extra-Curricular Activities	Elementary Students			9	10	High School Students			Total
	7	8	Total			11	12	13	
At A School Dance									
Not drink at dance/ do not drink/sips only	94.2	89.2	91.7	78.0	65.1	64.3	62.4	68.6	67.8
Drank, but no problems	4.9	9.7	7.3	21.1	32.7	33.7	34.7	30.6	30.4
Drank,had problems with staff	<u>0.9</u>	<u>1.1</u>	<u>1.0</u>	<u>0.9</u>	<u>2.2</u>	<u>2.0</u>	<u>2.9</u>	<u>0.8</u>	<u>1.8</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	885	913	1798	635	630	601	542	444	2853
At A School Sports Event									
Not drink at sports event/ do not drink/sips only	96.9	95.3	96.0	91.2	86.6	84.3	85.6	86.6	87.0
Drank, but no problems	2.5	4.4	3.5	7.8	11.6	14.6	12.9	12.5	11.8
Drank, had problems with staff	<u>0.6</u>	<u>0.3</u>	<u>0.5</u>	<u>1.0</u>	<u>1.7</u>	<u>1.1</u>	<u>1.5</u>	<u>0.9</u>	<u>1.2</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	885	917	1802	635	630	605	544	444	2858

Disruption By Others

The students were asked how often students who had been drinking beer, wine or liquor disturbed or caused interruptions in any of their classes since September 1977. One-eighth of the elementary and under one-quarter of the high school students reported one or more disturbances. The percentages reporting a disturbance by grade were: Grade 7, 6.4%; Grade 8, 17.4%; Grade 9, 23.0%; Grade 10, 21.9%; Grade 11, 24.8%; Grade 12, 24.7%; and Grade 13, 17.6%. Among elementary students, 88.0% reported no disturbances, 7.3% one, 3.0% two, and 1.7% three or more. The high school percentages were: none 77.4%, one 13.1%, two 5.2%, three to five 3.6%, and six or more 0.7%.

Effects of Other Drugs

The primary focus of the study was the effects of alcohol on students. In order to provide an indication of the relative importance of alcohol compared to other drugs, the students were asked how often they had felt high in any of their classes on drugs other than alcohol. No effort was made to identify the drug used, but based on the prevalence of drug use reported, it appears safe to assume that most of the students were referring to marihuana-related experiences.

A substantial proportion of students reported being high in class on drugs other than alcohol at the high school level. As is shown in Table 10, twice as many high school students got high in class on other drugs as on alcohol. The percentage reporting being high during any class on drugs other than alcohol was as follows: 2.0% in Grade 7; 7.1% in Grade 8; 12.1% in Grade 9; 21.0% in Grade 10; 20.1% in Grade 11; 23.6% in Grade 12; and 16.7% in Grade 13.

The frequency with which students reported getting high on other drugs since September 1977 by grade is shown in Table 22, Appendix II. The frequency of getting high in class on alcohol is included for comparison. Between 9% and 11% of the Grades 10, 11 and 12 students reported getting high on drugs six or more times. This compares to only 1% to 2% of the students who got high on beer, wine or liquor. Male students at both the elementary and high school levels are more likely to get high on drugs other than alcohol than females and are more likely to do so six or more times.

Table 10 : Comparison of The Prevalence of Students Feeling High
On Drugs and High On Alcohol In Class By Grade
(percentage reporting behaviour since September 1977)

Feeling High In Class	Elementary Students			9	10	High School Students			Total
	7	8	Total			11	12	13	
High on drugs other than alcohol	2.0	7.1	4.5	12.1	21.0	20.1	23.6	16.7	18.7
High on alcohol	3.3	4.5	3.9	7.2	8.8	6.9	11.0	11.6	8.9
Drunk on alcohol	1.6	3.2	2.3	4.5	6.1	3.7	6.9	4.1	5.0
Number of Students	887	918	1805	638	631	602	548	446	2865

Social Aspects of Drinking

This section reports on where, with whom and why students drink as well as the major sources used to procure alcoholic beverages. The data are analyzed by grade and sex to determine the extent to which these factors influence behaviour.

Where Students Drink

Drinking by students occurs in many locations either alone or with others. Students may drink at a large number of different locations with a wide variety of persons. In an effort to keep the number of questions asked within practical limits, the two concepts of location and drinking companions were combined. The percentage of students who reported drinking once or more often in various locations either alone or with others is shown in Table 11. The elementary and high school students reported different drinking patterns. More of the elementary students drink with their parents (38.0%) than with friends at their or the friends' home (26.8%) or with brothers or sisters (19.0%). One-tenth of these students reported drinking alone and the same proportion at restaurants, pubs or taverns. Very few (3.5%) claimed to have consumed alcoholic beverages at school and even fewer (1.6%) in the company of a teacher from their school. The frequency with which students drank in each of the above situations or locations is shown by grade in Table 23, Appendix II. Very few elementary students reported drinking more than three times in any of the situations since September 1977, except with parents.

Among high school students a high percentage (66.8%) reported drinking with friends in either their own home or the friends' home. Other popular drinking situations reported were: with parents, 60.5%; at restaurants, pubs or taverns, 46.2%; with brothers or sisters, 40.5%; alone, 22.7%; at school, 9.5%; and with teachers from their school, 8.8%. Note that each drinking situation was treated as a separate question. Obviously some students, especially those 18 years of age or older, drank in several of the situations studied.

The prevalence of drinking in each of the situations studied was related to grade. As may be seen in Table 11, prevalence increases as grade increases. There is a tendency for the prevalence of drinking at restaurants, pubs or taverns to increase sharply from Grade 11 to Grade 12. This probably is due to the higher percentage of students who have reached the legal drinking age of 18 years.

More elementary school males than females report drinking in each of the situations studied. Slightly more high school males than high school females reported drinking alone, 26.1% and 20.0%; at school, 11.8% and 7.4%; and with teachers, 11.2% and 6.9%. No difference was found in the percentage drinking with friends. Generally high school

Table 11: Prevalence of Drinking In Various Locations Either Alone
Or With Others By Grade
(percentage reporting behaviour since September 1977)

Locations	Elementary Students			9	High School Students				Total
	7	8	Total		10	11	12	13	
With friends at your home or their home, including parties	19.8	33.4	26.8	46.4	60.1	71.1	79.9	83.1	66.8
With your parents	35.5	40.6	38.0	50.3	54.0	62.3	68.8	72.5	60.5
At restaurants, pubs or taverns	8.8	11.0	9.8	18.2	29.9	48.5	67.2	80.2	46.2
With brothers and/or sisters	16.7	21.2	19.0	26.9	36.0	41.7	51.3	51.8	40.5
Alone	8.7	11.0	10.0	20.9	21.7	22.0	25.3	25.0	22.7
Alone or with friends in school building or yard during hours	2.1	4.7	3.5	6.1	9.5	10.0	11.6	9.5	9.5
With teachers from school	1.6	1.6	1.6	3.1	4.8	6.5	14.0	19.1	8.8
Number of Students	887	918	1805	638	631	602	548	446	2865

males tend to drink more frequently than females but the differences in drinking habits are no longer particularly great, except that approximately one-third of the high school males drink once a week or more often compared to one-fifth of the females.

The students were asked when they do most of their drinking. The overwhelming majority of students who drink do so on week-ends. Among elementary students, 80% of those who drink do so mainly on week-ends. The comparable figure for high school students is 88%. In both cases, the next most common time for drinking is week-nights, 10.7% and 5.8%; week-days, 3.7% and 1.6%; and about the same on week-ends, week-nights and week-days, 5.8% and 4.7%, respectively.

Reasons For Drinking

The students were asked whether they drank beer, wine or liquor for any of seven reasons: namely, because it helps them to relax; most of their friends do; they enjoy the taste; helps to cheer them up or feel better; get along better with members of the opposite sex; because they worry or get nervous about school work, exams, tests, projects, etc.; and because of family problems. They were also asked to indicate which one of the above reasons best describes why they drink.

The percentages of students indicating they drank for each of the seven reasons are shown for elementary and high school students in Table 12. More of the high school than elementary students indicated they drank for each of the reasons. The rankings of the reasons are almost identical, except the elementary students emphasize getting along better with the opposite sex relatively more than the high school students, who place more emphasis on helping them relax. This indicates most elementary and high school students who drink do so for essentially the same reasons.

Over half of the high school students said they drink because they enjoy the taste. One-fifth of the elementary students drink for this reason. The percentage of elementary and high school students drinking for each reason respectively were as follows: helps cheer them up or feel better, 9.4% and 30.7%; to get along better with the opposite sex, 6.6% and 12.9%; peer pressure, 5.2% and 13.8%; to relax, 4.4% and 18.0%; family pressures, 2.4% and 5.2%; school pressures, 1.7% and 4.1%. Note that a student could indicate up to seven reasons for drinking. While the percentages varied from grade to grade, the ranking of the reasons remained constant among the elementary and high school students.

Among elementary students, the ranking by males and females was similar, except males tended to emphasize getting along with the opposite sex more than females, who emphasized peer pressure more than the males. Generally, more males cited each reason, which is in line with the previous finding that 40.0% of the males compared to 25.1% of the females had drunk once or more often during the preceding six months.

Table 12: Reasons For Drinking Beer, Wine
or Liquor

Reasons	Elementary Students	High School Students
	Percentage	
I enjoy the taste	4.4	54.3
Helps cheer me up/feel good	9.4	30.7
Helps me to relax	4.4	18.0
Most of my friends do	5.2	13.8
To get along better with members of the opposite sex	6.6	12.9
Family problems	2.4	5.2
I worry or get nervous about school work	1.7	4.1
Number of Students	1805	2872

Among the high school students the differences in the percentages of males and females reporting each reason were slight. This is probably due to the previous finding that relatively similar proportions drink, namely, 75.9% of males and 69.6% of females. The rankings of the seven reasons were quite similar, except females put relatively more emphasis on peer pressure and males more on getting along with the opposite sex and school pressures.

When asked to choose one of the above reasons which best describes why they drink, the elementary and high school students generally selected the same reasons. The reasons in order of choice were: enjoy the taste; helps to cheer me up; most of my friends drink; and helps me to relax. The remaining reasons were chosen by less than 2% of the students. The relatively high proportion of students who stated that none of the seven reasons explains why they drink suggests further work is needed in this area. It should be noted that two-thirds of the elementary and just over one-quarter of the high school students did not make a choice because they do not drink or only take sips. Consequently, the percentage of students selecting each reason was relatively small. The responses to this question were quite similar to those made to the seven questions discussed previously. The males and females appear to drink for very similar reasons.

Sources of Alcohol

When presented with six potential sources of alcohol and asked to select the one from which they received the most alcohol, the students made the choices shown in Table 13. The percentages shown are based upon the replies of only persons who drink alcohol. The elementary students claim to get their alcohol from parents or other relatives; sources other than those listed; older friends; brothers or sisters; at friends' homes; or by stealing it at home. The high school students claim they get alcohol from older friends and brothers or sisters; parents or other relatives; purchase it themselves at liquor or beer outlets; purchase it at restaurants, taverns or pubs; or from sources other than those listed.

The sources of alcohol are strongly related to grade. As one moves from Grades 7 to 13, the following change appears to occur. Most Grade 7 students who drink get their alcohol from parents. A few students steal it from their parents or get it from older brothers, sisters or friends. In Grade 8, parents are the major source followed by brothers, sisters and older friends who purchase it for the student and at friends' homes. In Grade 9, parents are still the most important source but older brothers, sisters or friends who make purchases have increased substantially in importance. Grade 10 students utilize friends to make purchases, followed by parents or other relatives. Grade 11 students are similar to the Grade 10 students except that purchases at beer or liquor outlets and purchases at restaurants, taverns and pubs become relatively important for the first time. Older friends and brothers and sisters are still the single most mentioned source. Grade 12 students, two-thirds of whom are 17 years of age and one-fifth of whom

Table 13: Most Often Used Source To Obtain Alcohol
By Students Who Drink Beer, Wine or Liquor
By Grade

Source	Elementary Students			9 Percentage	10	High School Students			Total
	7	8	Total			11	12	13	
Older friends or brothers/ sisters buy it for me	9.0	18.4	14.5	27.5	36.6	27.4	18.1	3.5	22.7
Parents or other relatives	46.8	39.2	42.1	29.9	22.3	21.6	14.4	12.6	19.8
Buy myself at liquor or beer outlets	5.2	3.8	4.4	6.5	8.1	13.9	27.3	30.2	17.5
Buy at a restaurant, pub or tavern	0.3	1.2	0.9	1.1	4.9	13.0	21.1	42.6	16.7
Get it from friends' home	6.2	11.2	9.2	8.8	6.3	6.1	4.5	2.0	5.5
Steal it from my home	9.0	6.9	7.9	5.4	3.0	2.4	0.6	-	2.2
None of the above	<u>23.5</u>	<u>19.3</u>	<u>21.0</u>	<u>20.8</u>	<u>18.8</u>	<u>15.6</u>	<u>14.0</u>	<u>9.1</u>	<u>15.6</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students Who Drink	289	418	707	354	431	462	464	397	2107

are 18 years of age, claim to get alcohol mainly by purchasing it from beer and liquor outlets or buying it at restaurants, taverns or pubs. Their other two major sources are older brothers, sisters and friends and parents or other relatives. The Grade 13 students report they mainly purchase liquor in restaurants, taverns or pubs, from beer and liquor outlets, or get it from parents or other relatives. Older friends, stealing from parents, friends' homes, and older brothers and sisters or friends become relatively unimportant when students reach the legal drinking age. Sources not included in the above categories were claimed to be of importance among students in Grades 9 to 12.

When the high school students' responses were analyzed by age, we found a very major difference between the sources used by students who are 16 and those who are 18 years of age. Purchases at beer and liquor outlets increased from 9.8% among students 16 years of age to 15.7% for students 17 years and 32.1% for students 18 years of age. The percentage whose major source are restaurants, pubs and taverns are 16 years, 8.3%; 17 years, 14.2%; and 18 years, 37.9%. Older friends, including brothers and sisters, drop in importance as the primary source from 23.5% among 16-year-old students to 19.3% for 17-year-old students to only 0.8% for those who are 18 years old. While parents become less important, the reduction is less extreme, dropping from 15.7% to 10.2% as the students change in age from 17 to 18 years.

Males and females tend to use similar sources when the higher prevalence of use by males than females is taken into account, except that more males have older friends purchase it for them. High school males are much more likely than females to purchase alcohol themselves, 19.3% compared to 7.7%, respectively. Females are slightly more likely to purchase alcohol in restaurants, taverns or pubs. Otherwise, high school students tend to depend primarily on older friends or parents to supply them with alcoholic beverages.

The high school students were asked how often they had purchased beer from a Brewer's Retail store or liquor or wine from the Liquor Control Board or a wine store. Approximately three-quarters say they do not purchase alcoholic beverages from these suppliers. The percentages of all high school students purchasing beer since September were as follows: never, 76.2%; once or twice, 10.7%; three to five times, 5.4%; and six or more times, 7.8%. The comparable percentages for liquor and wine are 73.9%, 12.9%, 6.5% and 6.8%, respectively.

As would be expected, the percentage of students purchasing alcoholic beverages increased with age. The actual percentages of all high school students purchasing beer at a Brewer's Retail outlet were: 14 years, 6.5%; 15 years, 11.7%; 16 years, 19.6%; 17 years, 27.0%; 18 years, 54.9%; and 19 years of age or older, 61.9%. The comparable figures for liquor or wine purchases at Liquor Control Boards or wine stores were: 14 years, 5.6%; 15 years, 11.9%; 16 years, 19.4%; 17 years, 33.4%;

18 years, 62.9%; and 19 years, 75.6%. One-sixth of the students who are 17 years of age claimed to have purchased beer at a Brewer's Retail store, three or more times, and one-seventh to have purchased liquor or wine three or more times at a Liquor Control Board or wine store during the preceding four-to-six-month period.

Male students are considerably more likely to report purchases of beer, liquor or wine than female students. Only 15.9% of the female high school students purchased beer since September compared to 32.5% of the males. One-fifth of the male students made three or more purchases compared to 6.8% of the female students. While slightly more females purchased liquor or wine than beer, only 22.0% had done so in the period studied and 9.5% made three or more purchases. Among male high school students, 31.2% reported purchasing liquor or wine and 17.8% had made three or more purchases.

When asked whether there was a pub, tavern or restaurant where one can buy alcoholic beverages within a 5-minute walk or a 5-to-10-minute car ride of their school, the high school students gave the following replies. Just over half (53.1%) believed an outlet was within a 5-minute walk and 82.2% within a 5-to-10-minute car ride. One-fifth of the students didn't know if an outlet existed within a 5-minute walk and 14.4% didn't know if one existed within a 5-to-10-minute car ride. In both cases, the number believing an outlet which sold alcohol existed increased with grade and the percentage who didn't know was higher for females than males.

Legal Drinking Age

The students were asked what they believed the legal age for the purchase and consumption of alcoholic beverages should be in Ontario. As is shown in Table 14, over half the students (53.8%) believe the legal age should be 18 years. Generally, older students support a higher age and younger students a lower age. Overall, about one-seventh prefer an age of 17 years or less, just over half, the present age of 18 years; one-seventh, either 18 or 19 years; and one-tenth, the former legal drinking age of 21 years. One-quarter of the students believe the drinking age should be 19 or older. The percentage supporting an age of 19 or older is shown: 14 years, 26.3%; 15 years, 24.3%; 16 years, 21.2%; 17 years, 19.0%; 18 years, 31.2%; 19 years, 44.1%; and 20 years or older, 55.4%. No difference was found between males and females in terms of perceived appropriate legal drinking age.

Drinking Habits

In addition to the questions regarding consumption of beer, wine and liquor reported in an earlier section of this report, the high school students were asked whether or not they had a drinking problem and if their drinking habits changed when they reached 18 years of age. Only 1.1% of the high school students reported having a drinking problem. The percentages by grade were: Grade 9, 0.6%; Grade 10, 1.0%; Grade 11, 1.9%; Grade 12, 1.3%; and Grade 13, 0.5%. Exactly the same percentage of males and females claim they have a problem.

Table 14: Preferred Legal Drinking Age By Age of High School Students

Preferred Legal Age	14	15	16	Age 17 Percentage	18	19	20+	Total
17 years or less	21.3	21.3	14.0	6.9	2.3	3.3	-	13.3
18 years	43.0	45.6	55.8	67.9	59.9	45.3	41.9	53.8
19 years	5.3	6.5	6.0	4.8	14.9	21.8	19.8	7.7
20 years	8.3	8.8	5.8	5.2	7.5	9.6	13.6	7.2
21 or more years	12.7	9.0	9.4	9.0	8.8	12.7	22.0	10.0
There should not be a legal drinking age or I don't know	<u>9.4</u>	<u>8.8</u>	<u>9.0</u>	<u>6.2</u>	<u>6.6</u>	<u>7.3</u>	<u>2.7</u>	<u>8.0</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	470	614	671	559	430	92	16	2852

Among the students 18 years of age or older, 12.2% say they do not drink; 8.2% started drinking when they were 18 years old; 21.5% increased their drinking upon reaching the age of 18 years; 14.0% reduced their drinking and 44.0% did not change their drinking habits upon reaching the age of 18 years.

Parental Role

Parents play a major role in student drinking. As was indicated in a previous section, more elementary students reported getting alcohol from their parents than from all other sources identified combined. Among elementary students who reported drinking in the previous six months, just over 40% indicated parents were their major source of beer, wine or liquor. One-fifth indicated they got alcohol from sources other than parents, older friends, at a friend's house, stealing it at home or purchasing it. Among high school students, parents are a major but not the dominant source of alcohol for students in all grades but they are especially important up to Grade 11.

The students were asked how concerned their parents are about their drinking of beer, wine or liquor. The responses are shown in Table 15 and indicate that a perceived parental concern is strongly related to grade. The percentage of students who say their parents are not concerned increased as grade increased from 4.9% in Grade 7 to 45.9% in Grade 13. The percentage who say their parents are slightly or very concerned also increased from Grades 7 to Grade 12 reaching a peak of 30.5%. If one were to consider only those students who drink, the percentage reporting parental concern varies from about one-quarter to one-third. More males at both the elementary and high school level reported parental concern than females.

Table 15: Students' Opinion of Their Parents' Concern About Their
Drinking Beer, Wine or Liquor By Grade

Concern	Elementary Students			High School Students					Total
	7	8	Total	9	10	11	12	13	
Do not drink /sips only	74.2	62.8	68.4	49.5	36.9	26.3	17.9	13.1	30.1
They do not know I drink	7.9	13.2	10.6	15.7	18.2	14.8	8.7	4.0	12.9
They are not concerned	4.9	8.2	6.6	10.2	14.7	22.3	29.8	45.9	23.0
They are slightly concerned	3.3	4.6	4.0	7.7	11.7	16.6	25.8	23.4	16.4
They are very concerned	5.1	4.2	4.7	5.9	5.4	7.8	4.7	3.7	5.6
I don't know if my parents are aware	1.2	2.6	1.9	5.4	5.2	4.7	4.2	3.5	4.7
I don't know how they feel	3.3	4.4	3.9	5.6	7.9	7.5	8.9	6.4	7.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	885	915	1800	637	630	603	546	447	2864

Differences Between The Public and Separate Systems

The research design included sub-samples of students from Grades 7 to 13 inclusive in the Public school system and from Grades 7 to 10 in the Separate school system. The primary purpose of structuring the sample in this manner was to ensure the sample was representative of all Ontario students. Throughout this report differences in the Separate and Public school systems have not been reported because of sampling difficulties encountered in getting the desired distribution of both types of schools in all regions. The following comparisons of the elementary and high school students in the sample have been made between all Grade 7 and 8 students and between the Grade 9 and 10 students in the two systems. All the Grade 11, 12 and 13 students in the Public system were excluded to compensate for the absence of students beyond Grade 10 in the Separate system.

The findings should be considered as tentative until such time as a regionally matched sample can be interviewed. It should also be noted that significantly more of the Separate high school students than the Public high school students in Grades 9 and 10 to whom they are compared were males. The percentages were 54.8% and 46.0%, respectively. The sex distribution among the two groups of elementary students was not different.

Prevalence of Drug Use

The estimates of prevalence and frequency of consumption of alcohol, beer, wine, wine with family at meals, liquor, and amount of alcohol consumed on most drinking occasions did not differ for the elementary Separate and Public school students. Among the Grade 9 and 10 students, more of the Separate school students reported drinking wine and drinking wine with family at meals. The percentages drinking wine once or more often during the previous six months were 46.1% of the Separate and 40.6% of the Public students. The comparable percentages for drinking with parents at meals were 43.3% and 37.6%, respectively. No other differences were found in alcohol use.

One of the most interesting differences between Separate and Public school students at the elementary level was their knowledge of drugs. More of the Separate elementary than Public elementary students said they did not know what stimulants, tranquilizers, solvents and marihuana were. The prevalence of use of marihuana and stimulants appears to be slightly higher for Public than Separate students at the elementary level and for solvents and stimulants at the high school level. More of the Separate students in Grades 9 and 10 said they did not know what solvents and stimulants were. When one compares Public and Separate school students, only minor differences in the prevalence of drug use are found among both the elementary and high school students.

Student Behaviours

While a number of differences were found in the prevalence of the various classroom and school behaviours, no systematic relationship was evident. More differences were found in the percentage of students who reported the behaviours occurred for any reason than reported alcohol-related behaviours. More of the Public than Separate elementary students reported failing a test, exam or project and being absent from school for a half or whole day for any reason. More of the Separate school students reported cheating on a test, exam or project for any reason at both the elementary and the high schools. More of the Separate than Public school students at the high school level (Grades 9 to 10) reported feeling sleepy, damaging school property deliberately and having trouble concentrating for any reason.

The nine behaviours which involved alcohol were found to exist with the same prevalence and frequency in both the Separate and Public systems among the Grade 9 and 10 students compared. At the elementary level, the only behaviour for which a difference was found was feeling high on alcohol in class. Slightly more of the Public system students reported feeling high than Separate students. Comparison of the Public and Separate students in terms of when, where and why they drink indicated very few differences in drinking patterns.

Differences Between English and French Language Students

The research design included a sample of students at both the elementary and high school levels who received their instruction in the French language. All of these students at the elementary level were from the Separate school system and those at the high school level were from the Public school system. The number of Ontario students who receive their instruction in the French language in Grades 7 and 8 in the Public school system and in Grades 9 to 13 in the Separate school system is so small they were not included in the survey design.

The French language instruction students were included in order to provide a representative sample of all Ontario students from Grades 7 to 13. The number of French language students sampled is adequate to represent those in the population but is not large enough to provide definitive conclusions regarding language differences. The responses of the two language groups were compared because no other study on student drug use that we are aware of has reported differences in alcohol consumption and school behaviours between English and French instruction students. In interpreting the findings, it should be noted that language of instruction is not necessarily the same as mother language or language spoken at home. Since the comparisons are based on data which have not been weighted for region and more of the elementary French than English speaking students were females, the findings should be considered as tentative.

Prevalence of Drug Use

The self-reports of drug use among elementary students suggest that more of the English than French language students have consumed alcohol in the past six months and since September 1977. Slightly more of the French language elementary students reported using tranquilizers. Generally, the French language elementary students were more likely than the English language students to say they did not know what solvents, stimulants and marihuana were. Among high school students, approximately 6% more of the English than French language students reported drinking alcohol, beer, wine and liquor once or more often during the previous six months. No difference was reported in the smoking of tobacco by the two high school groups. While the use of solvents was significantly different, the difference appears to be due more to a lower level of awareness of what solvents are than to the difference in consumption, which was quite small.

Student Behaviours

Among the elementary students very few differences were found in the prevalence of the various classroom and school behaviours. More of the English than French language students reported feeling tired or sleepy, failing a test, exam or project, having trouble concentrating, being late and being absent for any reason. Slightly more of the French language elementary students said they felt tired or sleepy in class because they had been drinking.

More of the English than French language high school students reported they felt tired or sleepy in class, failed a test, exam or project, had trouble concentrating, were late for class and were absent from school for any reason. Similarly, more of the English language students were late for class, were absent from school, and had a hangover because they had been drinking. Comparisons of the two language groups in terms of when, where and why they drink indicated similar response patterns.

TEACHER SURVEY

The research findings from the teacher survey are presented in the following sequence: perceptions of drinking and other drug-related activities; awareness of student drinking and related problems in the classroom, at school and at extra-curricular activities; reactions to potential problems caused by drinking; awareness of school and board policies; and reactions to changes in the legal drinking age. Throughout the report the percentages are cited separately for the elementary and high school teachers.

The teachers were asked to make two different types of estimates of student behaviours. The first was based on awareness which included both personal observations and being informed of the behaviour by other teachers, vice-principal(s) or principals. In the second case, the teachers' estimates can be expected to be relatively large because all of the teachers interviewed at a school may report the same event.

Teacher-student comparisons using the tables in this report are generally not possible. The teachers and students are making different types of estimates. The students' prevalence estimate is the percentage of students reporting the behaviour. The teachers' prevalence estimate is the percentage of teachers who observed one or more students exhibit the behaviour, not what percentage of the students exhibited the behaviour. These teacher estimates provide an indication of teacher awareness of alcohol-related problems, not a measure of their frequency among the student population.

If the teachers were aware of the student behaviour, they were asked to estimate the number of students who exhibited the behaviour. These data have not been analyzed to provide estimates of the prevalence of student behaviours. If these data were analyzed, student-teacher comparisons would be possible. This would allow one to compare the percentage of students that the teachers believed exhibited the behaviour with the percentage of students who reported the occurrence of the behaviour. Previous research by the authors indicated a substantial variation between students' and teachers' estimates of alcohol-related student behaviours when the teachers were asked to make estimates of the prevalence of student behaviours in a single class (27).

Teachers' Perceptions of Student Drinking and Other Drug-Related Activities

Estimates of Student Drinking

The teachers were asked to make estimates of the percentage of students in their school and in the class interviewed who had drunk beer, wine or liquor once a week or more often since September 1977. One-fifth of the elementary and just over one-tenth of the high school teachers said they did not know the percentage of the whole school population who drank alcoholic beverages once a week or more often. Almost half the high school teachers, 45.7%, compared to 8.9% of the elementary teachers, believed half or more of the students at their school drank once a week or more often.

The teachers were asked to estimate the percentage of students in their class which was interviewed who drank beer, wine or liquor once a week or more often. Approximately 17% of the elementary teachers said they didn't know and the same percent said none of the students drank this often. This compared to 12.4% and 5.0% respectively of the high school teachers. Just over one-third of the high school teachers believed about half or more of the students in their class drank this frequently. This compares to 3.2% of the elementary teachers.

In the 1976 student survey conducted by the authors, it was found that estimates of student alcohol and other drug use made by both the elementary and high school teachers were consistently higher for their school than for their class (27). The estimates made by the teachers in the present survey were completely consistent with this earlier finding. For details of teachers' estimates of student drinking, see Table 1, Appendix III.

Perception of Why Students Drink

The teachers indicated the three most important reasons why, in their opinion, the students at their school drank alcoholic beverages once a week or more often. The majority of the elementary teachers (59.4%) and almost all of the high school teachers (93.6%) replied that the students drank because most of their friends do or to be part of the crowd. Just over one-third of the elementary and high school teachers selected family and/or personal problems as the major cause of student drinking. More elementary teachers attributed drinking with one's family at meals (37.4%) as a reason for drinking than did high school teachers (14.6%). However, more high school teachers believe students drink for the physical effects alcohol produces, such as relaxation and feeling happy, than do elementary teachers. Being worried about school work as a reason for drinking is cited by few: 1.6% and 2.7% for elementary and high school teachers respectively. See Table 2, Appendix III, for the percentages of teachers who cited various reasons for student drinking.

Drug Most Widely Used

The teachers were asked to select from a list of 11 drugs the one drug most widely used by students who attended their school. Almost one-half of the elementary teachers and one-sixth of the high school teachers indicated they didn't know which drug was most widely used. Both elementary and high school teachers believed beer was the most widely used drug, 22.1% and 60.3%, respectively. More high school teachers, (13.7%) cited marihuana than liquor (10.0%) or wine (0.5%). Among elementary school teachers, liquor was cited by 9.7%, wine 8.9% and marihuana 7.3%. Tranquilizers were cited by only 2.4% of the elementary teachers. No teachers cited the following drugs as the most widely used: solvents, barbiturates, stimulants, hallucinogens, heroin or cocaine. For more information about teachers' opinion of the drug most widely used, see Table 3, Appendix III.

Perceptions of Problems

The teachers were asked to estimate the proportion of students who were having problems at school with their marks, motivation, etc. because of drinking beer, wine or liquor once a week or more often. The same percentage (34.7%) of the elementary and high school teachers indicated they did not know what proportion of students were having alcohol-related problems. Just over one-third of the elementary teachers and 6.4% of the high school teachers stated that none of the students have problems due to drinking this often. For the actual percentages, see Table 4, Appendix III.

The teachers were asked to rate the use of alcohol, the use of drugs other than alcohol, and the students' family situation in terms of their relative importance as a cause of problems among students at their school. Seven-eighths of the teachers indicated that the family situation causes the most problems, 9.2% alcohol, and 5.7% drugs other than alcohol. See Table 5, Appendix III for details. This indicates that teachers at both the elementary and high school levels rate alcohol and other drugs as relatively unimportant compared to the family situation as a cause of student problems.

Changes In Drinking Problems

In an effort to determine teachers' perceptions of trends in student drug use, they were asked if they were aware of drinking problems in their school in 1976 - 1977 and whether there were more problems in 1977 - 1978. Just over one-quarter of the elementary (26.6%) and 56.4% of the high school teachers were aware of problems during the previous year. Of the teachers aware of problems in 1976 - 1977, 11.8% of the elementary and 12.1% of the high school teachers said there were more problems in 1977 - 1978 than the previous year. Almost one-fifth of the elementary teachers (17.6%) and over one-quarter of the high school teachers (27.4%) did not know whether there were more problems this year than last. When asked about the types

of problems created, those who reported problems mentioned mainly students being drunk or causing a disturbance at extra-curricular activities, disrupting the class, vandalism, etc. These problems are quite similar to those reported by the teachers when asked about problems at extra-curricular activities, in their classrooms, and at their schools during 1977 - 1978. While between one-tenth and one-eighth of the teachers believed the prevalence of problems increased over the period studied, there is little evidence to suggest the type of alcohol-related problem in schools changed from 1976 - 1977.

Awareness of Student Drinking and Related Behaviours

Introduction

The teachers were asked questions concerning their awareness of student drinking before attending class and at extra-curricular events, including school dances, sports events or school field trips. They were also asked about any resulting problems and disciplinary measures used on those occasions when drinking occurred. The teachers indicated whether or not they had observed a number of behaviours among students in their classes and at the school which could be attributed to student drinking of beer, wine or liquor.

It should be noted that the elementary teachers and their students would have met more frequently than high school teachers and their students, but the latter teachers would have met more different students. This may, in part, account for differences in reported prevalence of various student behaviours.

Awareness of Drinking Before Class

Over 90% of all the teachers sampled felt they, as teachers, could recognize signs indicating a student had been drinking alcoholic beverages before attending class. Over one-quarter of the high school teachers (29.7%) and 5.6% of the elementary teachers claimed they were aware of a student who had consumed beer, wine or liquor before attending one or more of their classes since September 1977. See Table 16 for details.

The 72 teachers who indicated an awareness of drinking by students before attending class were asked to describe up to three occasions on which students attended their classes after drinking. One-third of the teachers reported the students involved were Grade 13 students, the same proportion cited Grade 12 students, one-quarter Grade 10, one-fifth Grade 11, one-seventh Grade 9, one-fourteenth Grade 8, and 1.4% Grade 7 students. The total exceeds 100% because up to three events were described. More teachers indicated that the event occurred in December than any other month. Three-quarters of the teachers involved reported that a single student had come to one of their classes after having consumed beer, wine or liquor.

**Table 16: Recognition and Awareness of Student Drinking
By Teachers**
(percentage reporting observations since September 1977)

	Elementary Teachers	High School Teachers
Feel can recognize signs that students have been drinking	93.5	92.4
Aware of students who had been drinking before attending classes	5.6	29.7
Aware of students who drank before or at a school dance	11.3	31.3
Aware of problems at a school dance due to student drinking	8.9	20.8
Aware of students who drank at a school sports event	0	17.3
Aware of problems at a school sports event due to student drinking	0	9.9
Aware of students who drank during a school field trip	0	6.1
Aware of problems during a school field trip	0	2.6
Number of Teachers	123	219

Sixty percent of the 66 high school teachers when asked to describe the event said the student had drunk beer, wine or liquor but the student involved did not disrupt the class or create any problems. Just over one-quarter (27.3%) of the high school teachers detected alcohol on the student's breath. One-fifth (21.2%) of these teachers described the behaviour of the student as being foolish or showing signs of cheeriness. One-fifth said the student exhibited physical symptoms such as sleepiness, not walking properly, bloodshot eyes, etc. Approximately one-quarter of the teachers reported the behaviour of the student as disruptive, such as being boisterous or insolent or disturbing the class routine by coming late to class, etc. Almost 5.0% of the teachers believed the student was drunk. The total exceeds 100% because up to three events were described. The responses of the 6 elementary and 66 high school teachers may be found in Table 6, Appendix III. Since the numbers are very small, they must be treated with caution.

For each of the occasions on which a student had drunk before attending class, the teachers were asked about the disciplinary measures taken, if any. Just over two-fifths of the 66 high school teachers (42.4%) did not implement any disciplinary procedures because there were no problems; the student was not drunk or disorderly, it was the first incident by this student, or they had no real proof he or she had been drinking. Under half (43.9%) of the teachers discussed the situation with the student in terms of the effects of drinking and possible punishments. One-fifth sent the student to the principal and/or vice-principal and one-fifth reported the student was sent home or the parents contacted. The totals exceed 100% because some teachers disciplined more than one student or disciplined a student in two or more ways. For details of the disciplinary measures used, see Table 7, Appendix III.

Awareness of Drinking At School Activities

The teachers were asked whether they were aware of students who drank before or at a school dance at their school, at a school sports event and during a school field trip and if any problems were created by this drinking. Student drinking at extra-curricular activities is more of a high school than elementary school phenomenon. Over two-fifths (42.5%) of the high school teachers reported student drinking before or during a school dance; over one-quarter (26.9%) reported it at a school sports event; and one-tenth (9.6%) reported it during a school field trip. Drinking at a school dance was reported by 11.3% of the elementary teachers but none were aware of drinking by students at a school sports event or on a field trip.

Almost one-third (27.4%) of the high school teachers and 8.9% of the elementary school teachers were aware of problems created by students who drank at a school dance. The main types of problems were: sickness, which was reported by 31.9% of the teachers; fighting, reported by 29.2%; and signs of drunkenness, reported by 25.0%. One-fifth (19.4%) of the teachers said the parents were called, and one-tenth (9.7%) indicated the police were called.

One-seventh (15.5%) of the high school teachers were aware of problems at a school sports event because students drank beer, wine or liquor. The teachers identified the problems as mainly disruptive behaviour which caused problems and embarrassment for others, 34.3%; verbal abuse, 28.6%; and fighting, 28.6%. See Table 8, Appendix III, for details of problems created by students who drank at school activities.

Effect On Participation

The teachers were asked to indicate what effect the drinking of alcoholic beverages has had on their students' participation in extra-curricular activities. The majority of teachers replied that they did not know, with 63.9% of the high and 51.2% of the elementary school teachers making this declaration. One-sixth of the elementary but none of the high school teachers claimed the question did not apply to their school because none of the students drank. One-quarter of the elementary and 17.4% of the high school teachers said drinking had no effect and 6.5% and 18.3% respectively indicated drinking decreased participation. One high school teacher believed drinking increased participation in extra-curricular activities in his or her school. The very high percentage of 'don't know' responses suggests only limited involvement in these activities or an unwillingness to make judgements regarding extra-curricular activities.

Observation of Classroom Behaviours

The teachers were asked to indicate the prevalence and frequency with which a range of student behaviours had occurred in any of their classes because the student had been drinking beer, wine or liquor since September 1977. The teachers indicated whether or not a behaviour occurred in any of their classes and if so, the number of students involved and the total number of student occurrences. The behaviours studied included: physical or mental effects, such as looking tired or sleepy, evidence of having a hangover, being 'high' on alcohol, creating a disturbance, acting restless, nervous or uptight, not concentrating or paying attention, and talking about one's drinking experiences; long-term school-related effects, such as receiving lower marks, losing interest in academic work or extra-curricular activities; and class attendance and performance behaviours, such as not completing homework, failing or cheating on a test, exam or assignment, skipping, being late or absent from class, etc. These behaviours were selected to be similar to those asked of the students. The students' self-reports of the alcohol-related behaviours cannot be compared to these teacher estimates because the teachers are not reporting on the numbers of students involved, only whether one or more was observed.

Over one-fifth of the elementary school teachers (22.6%) observed one or more students talking about their drinking experiences. The remaining behaviours were reported by less than 10% of the elementary teachers. See Table 17 for details of the percentage of teachers who observed each of the student behaviours which occurred in class because the students had been drinking beer, wine or liquor.

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**Table 17: Prevalence of Student Behaviours Which
Occurred In The Classroom Because of Student
Drinking As Observed by Teachers**

(percentage reporting observations since September 1977)

Classroom Behaviours Observed	Elementary Teachers	High School Teachers
Talk about drinking experiences	22.6	52.1
Look tired or sleepy	8.3	30.4
Skip class after drinking or to go out drinking	0.8	27.8
Absent from class	7.3	27.2
Did not concentrate or pay attention	8.9	24.5
Look as if had a hangover	7.3	24.4
Lose interest in academic work	7.3	20.4
Receive lower marks than usual	4.8	18.9
Not complete homework, essays, etc.	7.3	18.0
Fail test, exam or assignment	4.0	14.3
Late for class	4.1	11.6
Make noise or disturb rest of students	4.0	10.7
Act restless, nervous or uptight	4.0	10.6
Lose interest in extra-curricular activities	2.4	9.3
Have slurred speech	4.0	8.3
Was high on alcohol	2.4	6.5
Cheat on test, exam or assignment	2.4	2.3
Number of Teachers	123	219

More high school than elementary school teachers observed classroom behaviours which resulted from student drinking of beer, wine or liquor. Over half of the high school teachers reported that one or more students talked about their drinking experiences (52.1%), while 30.4% thought a student looked tired from drinking, 27.2% reported students were absent from class and 27.8% reported a student skipped one or more of their classes after drinking or to go out drinking. One-quarter of the high school teachers observed students who did not seem to concentrate or pay attention because of drinking and the same proportion observed students who looked as if they had hangovers. About one-fifth of the high school teachers reported each of the following student behaviours: loss of interest in academic work, not completing homework, and receiving lower marks than usual. One-seventh of these teachers felt a student failed a test because of drinking beer, wine or liquor. Approximately 11% of the high school teachers reported each of the following occurred because a student drank: late for class, causing a noise or disturbance, and acting restless or nervous. The following student behaviours were reported by under 10% of the teachers: loss of interest in extra-curricular activities, slurred speech, being 'high' on alcohol, and cheating on a test.

The teachers were asked to indicate the total number of students involved and the total number of student occurrences, that is, the sum of the number of times each student involved was observed. This latter figure is not reported because many teachers had difficulty making these estimates. See question 32 in the teacher questionnaire, Appendix I, for details of the instrument employed. The total number of students involved in these behaviours is relatively low; see Table 9, Appendix III. A total of 142 teachers observed 803 different students talking about their drinking experiences. The high school teachers reported a greater number of students involved in each of the behaviours than elementary school teachers. Sixty teachers reported 253 students skipped a class after drinking or to go out drinking and 68 teachers believed 225 students were absent from class because of drinking.

Disciplinary Measures Employed

The teachers indicated if they used certain disciplinary measures on students who misbehaved in any of their classes because they drank beer, wine or liquor since September 1977. Very few teachers reported disciplining a student who had been drinking. More high school teachers reported disciplining a disruptive student (10.2%) than sending a student out of class or to a principal or vice-principal (5.1%). The opposite was true for elementary teachers and almost 5.7% of these teachers sent a student out of class and 2.4% disciplined a disruptive student. For details of the percentages and the number of students involved, see Tables 10 and 11, Appendix III.

Awareness of Behaviours At School

This section contains the reports of teachers' awareness of nine behaviours which occurred because a student had been drinking. The teachers were asked if they observed or were informed by other staff members of students from the whole school population doing the following things since September 1977 because they drank beer, wine or liquor: being drunk; having trouble with staff; getting into a physical fight; and receiving treatment, such as Alcoholics Anonymous.

For five behaviours, the teachers indicated both if they were aware of these student behaviours occurring at all and whether the students had been drinking. These behaviours were: being suspended; deliberately writing on school walls, books or desks; damaging school property on purpose; having trouble with police; and stealing something worth more than \$5.00.

Over half of the high school teachers (55.8%) were aware of students having been drunk at school since the previous September; 37.5% knew of students having trouble with other staff members because of drinking; 24.8% were aware of students getting into a physical fight because of drinking; and 6.4% heard of students receiving medical or psychological treatment. The percentages of the elementary teachers aware of these behaviours were: 12.0%, 8.9%, 2.4% and none, respectively.

The teachers also indicated the number of students they were aware of who had been drunk at school, had trouble with a staff member because of drinking, etc. A total of 134 teachers were aware of 479 students who were drunk at school. It should be noted that as stated at the beginning of the section on the teacher survey, more than one of the 134 teachers may have reported awareness of the same student being drunk at school the same day. The more anti-social, disruptive or bizarre the student behaviour, the more teachers are likely to be aware of an incident and to report it. Because of the potential for double and triple counting, the teachers' estimates of the number of students involved must be treated with caution. See Table 12, Appendix III, for further details.

Five student behaviours which can occur either in the presence or absence of drinking were investigated, namely, being suspended from school, having trouble with the police, damaging school property on purpose, deliberately writing on books, walls, etc., and theft of over \$5.00. A large percentage of elementary and high school teachers were aware of students committing these deviant behaviours at school for any reason. Two-thirds or more of the high school teachers reported each of the following occurred for any reason: being suspended; damaging school property on purpose; and deliberately writing on school books, walls, etc. The percentages of the elementary school teachers reporting these behaviours were 45.2%, 52.9% and 68.6%, respectively. Approximately half of the teachers at both levels knew of students having trouble with the police for any reason. Two-fifths of the high school and one-third of the elementary school teachers were aware of a theft of more than \$5.00. See Table 18 for further details.

**Table 18: Awareness of Students' Behaviours Which
Occurred At School As Reported By Teachers
(percentage reporting observations since September 1977)**

	Elementary Teachers	High School Teachers
<u>Alcohol-Related Behaviours</u>		
Being drunk	12.0	55.8
Having trouble with Principal, Vice- Principals or teachers	8.9	37.5
Getting into a physical fight	2.4	24.8
Receiving treatment (A.A., medical or psychological, etc.)	-	6.4
<u>Alcohol and Non-Alcohol-Related</u>		
Being suspended		
a Any Reason	45.2	78.0
b Alcohol	5.7	39.0
Proportion a:b	7.9	2.0
Deliberately writing on school walls, books or desks		
Any Reason	68.6	69.3
Alcohol	1.6	9.2
Proportion	42.9	7.5
Damaging school property on purpose		
Any Reason	52.9	67.4
Alcohol	4.0	22.1
Proportion	13.2	3.1
Having trouble with police		
Any Reason	48.4	56.0
Alcohol	4.8	22.9
Proportion	10.1	2.5
Stealing something worth more than \$5.00		
Any Reason	32.5	41.3
Alcohol	3.2	4.1
Proportion	10.2	10.1
'High' on drugs other than alcohol	20.2	38.1
Number of Teachers	123	219

The percentage of elementary teachers reporting that each of the five above student behaviours resulted from drinking was generally quite small, ranging from 5.7% to 1.6%. As may be seen in Table 18, the proportion of alcohol-related student behaviours reported by the elementary teachers is highest for being suspended and lowest for deliberately writing on books, walls, etc. A relatively high proportion of high school teachers reported they were aware of alcohol-related student behaviours. For example, 39.0% of the teachers reported students were suspended, 22.9% reported students having trouble with the police, and 22.1% reported students deliberately damaging school property all because of drinking.

The number of students who participated in each of the behaviours as reported by the elementary and high school teachers is shown in Table 12, Appendix III. Considerably more high school than elementary school students were believed to have committed the various anti-social acts. For example, 170 high school teachers said they were aware of 907 students who had been suspended from school. Half or 85 of these teachers were aware of 169 students being suspended because they had been drinking. Again it should be noted that more than one teacher may have reported the same occurrence. It is highly probable several teachers reported the suspension of the same student.

One other behaviour which may be of growing concern in schools, namely, being high on drugs other than alcohol, was also investigated. One-fifth of the elementary and just under half (48.6%) of the high school teachers were aware of students being high on drugs other than alcohol. This compares to 12.0% of the elementary teachers and 55.8% of the high school teachers who were aware of students being drunk. The numbers of students who were believed to be high on drugs other than alcohol were 45 elementary students and 419 high school students. Note that these figures should not be directly compared to the percentage of teachers who reported observing students in their classes who were high on alcohol because it includes reports received from other teachers, the principal or vice-principal.

Reactions To Potential Problems

The teachers were asked how they would react if a student or group of students drank beer, wine or liquor prior to attending one of their classes, before or during a dance at their school, or at a sports event at their school. Some of the teachers, as indicated in an earlier section of the report, had faced one or all of these situations, but most had not. There is no way of knowing whether or not the teachers might react differently depending on who the student was, how many were involved, etc. The following information provides an insight into how teachers believe they should react to students who have been drinking at school or school-related activities.

Drinking Before Class

The teachers were asked what they would do if a student came to their class after drinking beer, wine or liquor. Over half of the elementary teachers (54.5%) and 41.5% of the high school teachers said they would discuss with the student his or her drinking behaviour. The teachers said they would try to find out why the student drank before attending class and impress upon him or her that they were aware of the student's drinking. Other issues they believed appropriate to discuss with the student included the effects of drinking on his or her work and the effects on the rest of the class. Some of the teachers' comments implied they would meet with the students after class rather than attempt to cope with the problem during the class period involved. The other most common responses to this situation given by the elementary teachers were: to inform the parents, 43.9%; inform the principal or vice-principal, 33.3%; send the student to the principal or vice-principal, 23.6%; and remove the student from the class or not let him or her enter the class, 19.5%. The teachers were allowed up to three responses each to this and the following question. The remainder of the responses are shown in Table 13, Appendix III.

More high school than elementary teachers indicated they would send the student to the principal or vice-principal. Almost as many high school teachers (38.4%) said they would follow this course of action as would discuss the situation with the student (41.5%). Other responses in order of frequency were: take various actions depending upon the situation, the age, type of student, previous activities of the student, degree of disturbance created, etc., 36.1%; remove the student from the classroom, 22.4%; do nothing if the student is not creating a problem, 14.6%; inform the principal or vice-principal, 12.8%; and inform the parents, 11.7%.

Drinking Before or During A Dance

If a student was found to have drunk before or during a dance at school the elementary teachers said they would: contact the parents, 57.6%; ask the student to leave, 50.0%; discuss the situation with the student, 30.5%; or inform the vice-principal or principal, 27.1%. The high school teachers said they would ask the student to leave, 61.2%; contact the parents, 35.4%; react differently depending upon the situation, 27.3%; report the situation to the police or chaperones at the dance, 19.1%; inform the principal or vice-principal, 17.7%; or do nothing if the student is 18 years of age or older, 16.3%. See Table 14, Appendix III, for further details.

Drinking At A Sports Event

The teachers say they would react to a student who has been drinking at a sports event at school in much the same way as they would to a student drinking before or during a school dance. As is shown in Table 15, Appendix III, the elementary teachers would: contact the parents, 50.8%; ask the student to leave, 42.4%; inform the principal or vice-

principal, 39.8%; or discuss the matter with the student, 36.4%. The high school teachers would ask the student to leave, 46.8%; inform the principal or vice-principal, 36.1%; act depending upon the situation, 23.6%; contact the parents, 23.1%; discuss the matter with the student, 13.4%; do nothing if the student was not creating a problem, was not drunk, or was 18 years of age, 13.4%; or report the event to the Physical Education department, 10.6%. In many cases, the total responses sum to over 100% because up to three responses were recorded.

Awareness of School and Board Policies

The teachers were asked a series of questions regarding their board's and school's policy regarding student drinking. The purpose of these questions was to determine awareness of policies and the extent to which the policies were perceived to be enforced.

Board Policies

The majority of teachers do not know whether or not their board has a policy about student drinking. Almost three-quarters of the elementary (71.8%) and over half of the high school teachers (52.9%) don't know whether their board has a policy. Only a few of the elementary teachers (11.3%) believed there was a written policy and 2.4% reported a verbal policy. More high school teachers (23.3%) said their board has a written policy and 7.8% an oral policy. Only the 15 elementary and 69 high school teachers who said there was a policy were asked if the board policy was enforced by their school staff. For both groups of teachers, 80% said it was being enforced. All of the remaining elementary and 15% of the high school teachers did not know if it was being enforced while 5% of the high school teachers said it was not being enforced.

School Policies

Awareness of school policies was much higher than for board policies. Less than half as many of the elementary and high school teachers replied 'don't know' to this question as to the one regarding board policies. Among elementary teachers, 6.5% said their school has a written policy; 33.9%, a verbal policy; 29.0% said there is no policy; and 30.6%, don't know. Among high school teachers, 30.3% reported a written policy; 34.8%, a verbal policy; 9.2%, no policy; and 25.7%, don't know. The data suggest that fewer elementary than high schools have any policy on drinking and fewer have a written policy.

The overwhelming majority of elementary teachers who are aware of a policy believed it was being enforced by the staff of their school. The percentages were: 92.3% for elementary and 78.8% for high school teachers.

Teachers believed discipline in their schools was relatively strict. Approximately one-third of the teachers believed that discipline procedures used by the administration and the teachers with respect to the students' behaviours in general at their school are neither strict nor lenient. This opinion is slightly more common among elementary teachers (39.5%) than high school teachers (31.3%). Half the elementary teachers (51.7%) believed discipline is either very strict or slightly strict compared to 41.4% of the high school teachers. Only 8.9% of the elementary teachers believed discipline is slightly or very lenient compared to 27.2% of the high school teachers. In effect, more of the high school teachers than elementary school teachers perceived discipline procedures in their school as being relatively lenient. It is noteworthy that, overall, a substantially larger proportion of all the teachers perceived their school has strict rather than lenient disciplinary procedures.

Perceptions of Issues Related To Drinking

The teachers were asked a series of questions regarding the optimum legal drinking age, the use of identification cards by persons under 25 years of age, their attitude toward the lowering of the legal drinking age in 1971, and what effects they believe raising the present legal drinking age to 19 would have on their school. This information, while not essential to determining the effects of drinking on schools, may prove useful in understanding teachers' attitudes to some of the major policy issues related to students' use of alcohol.

Changes In Drinking Age

The teachers were asked the extent to which they approved of the lowering of the legal drinking age from 21 to 18 years in 1971. The overwhelming majority of teachers disapproved of this change in the legal drinking age. Among elementary teachers, two-thirds disapproved strongly and almost one-quarter slightly, for a total of 89.5% who disapproved. Just over half the high school teachers disapproved strongly and one-quarter slightly. A total of 78.1% of these teachers disapproved of the change. A surprisingly small percentage of teachers were neutral on this issue, with only 1.6% of the elementary and 9.1% of the high school teachers neither approving nor disapproving. Only 8.9% of the elementary and 12.8% of the high school teachers approved of the change made in 1971.

As might be expected, the majority of elementary teachers, when asked what effect the raising of the legal drinking age in Ontario to 19 years from the present 18 years would have on their school, replied 'none'. Over two-thirds (69.0%) indicated none; 14.7%, very little; 9.5% said it would make alcohol less available; 3.5% didn't know; 1.7% replied it would have a negative effect; 0.9%, a positive effect; and 3.5%, some other answer, such as legal age is only effective if the law is enforced, etc. A few teachers made two responses, and so the total slightly exceeds 100%.

Just over half the high school teachers claimed the increase in the legal drinking age will have no effect or very little effect on their school. The open-ended replies were categorized as follows: none, 29.3%; very little, 26.5%; decrease consumption, 17.7%; make alcohol less available, 15.4%; decrease school problems, such as absenteeism, number of school drop-outs, drinking at noon and at extra-curricular events, 6.5%; negative effects, such as creating 'illegal' drinking areas, causing students to turn to other drugs, etc., 4.2%; positive effects, such as fewer pregnancies, reduce the number of traffic accident victims, 3.7%; don't know, 2.8%; and other responses, 7.4%. The responses suggest that half of the high school teachers anticipate little effect from the increase in the legal drinking age scheduled to occur on January 1, 1979.

Legal Drinking Age

Almost half of all the teachers indicated they believe the legal age for the purchase and consumption of alcoholic beverages in Ontario should be 21 years. Over half of the elementary teachers (56.0%) and 42.0% of the high school teachers indicated 21 years. The second most popular age was 20 years, indicated by one-quarter of the teachers at both levels. The proposed new Ontario legal age of 19 years was supported by only 9.8% of the elementary and 11.9% of the high school teachers. More of the high school teachers (13.7%) than elementary teachers (6.5%) preferred the present legal age of 18 years. For further details, see Table 16, Appendix III.

The majority of teachers believed that people under 25 years of age should be required to have an identification card to purchase beer, wine or liquor in Ontario. Slightly more of the elementary (58.9%) than high school teachers (53.2%) support identification cards for young people. Only a minority said they did not know: 4.8% of elementary and 9.6% of the high school teachers.

Drinking and Outlets

The teachers were asked whether or not they had gone to a local pub or tavern to drink with any of their students either after school hours or during spares or at noon time since September 1977. While none of the teachers said they had drunk with their students during spares or at noon time, one elementary and seven high school teachers said they had drunk with their students after school hours. This represents just under 1% of the elementary and 3.2% of the high school teachers. These reports contrast with those of the students since 1.6% of the elementary and 8.8% of the high school students said they had drunk with a teacher from their school in the same time period; see Table 11, page 45.

Half of the elementary teachers and two-thirds of the high school teachers reported there is a pub, tavern or restaurant where one can buy alcoholic beverages within a 5-minute walk from their school. Almost all reported an outlet within a 5-to-10-minute car ride from their school. The percentages are 93.6% for elementary and 96.8% for high school teachers.

DISCUSSION

Student Drug Use

The consumption of alcoholic beverages is one of the most ubiquitous social activities among students of this province. Of the 8,938 students who completed this survey, 83% said they consumed alcohol on one or more occasions during the preceding six-month period. Almost three-quarters of the Grades 7 and 8 and seven-eighths of the high school students tasted or drank an alcoholic beverage in the study period. When the students who had only tastes or sips are excluded, one-third of the Grades 7 and 8 and three-quarters of the high school students were found to have drunk during the previous six months.

Drinking is strongly related to grade and age, with all measures of use, including the prevalence, frequency and amount, increasing as grade and age increase. Males at both the elementary and high school levels are both more likely than females to ever have drunk an alcoholic beverage and to have drunk it once a week or more often during the study period. These relationships as well as the findings that alcohol consumption increases as grade average decreases are all consistent with previous student drug studies.

It is difficult to determine whether or not the proportion of students who drink is increasing or not. In a 1976 provincial survey conducted by the Addiction Research Foundation, 82% of the students interviewed in Grades 7, 9, 11 and 13 reported using alcohol during the last 12 months. The percentage of students reporting drinking is the same in the two surveys despite differences in sample design and the use of two different time periods regarding alcohol use. In the Addiction Research Foundation survey, the students were asked to report drinking during the past year but in this survey the time frame was six months. While the two time periods are different, they actually may have a small effect on the amount of drinking reported because use was measured in both questionnaires in terms of the rate or frequency of consumption, e.g., "about twice a month," rather than in absolute terms, e.g., 10 - 15 times. There is little reason to believe the rate of drinking would differ significantly whether it is measured over a 6- or 12-month period.

Comparison of the prevalence of drinking in the two studies indicated no differences among Grades 9, 11 and 13 students. The prevalence estimates for Grade 7 students were 68.8% in this survey compared to 57.4% in the Addiction Research Foundation survey. These responses may indicate that the prevalence of drinking is still increasing among Grade 7 students or it may be due to a slight difference in the response categories used in the two questionnaires.

Regular consumption of alcohol does not appear to be decreasing: 19.5% of the students in this survey and 17.9% of those in the Addiction Research Foundation survey reported drinking once a week or more often. While very similar proportions of the Grades 7, 9 and 13 students in the two surveys reported drinking once a week or more often, fewer Grade 11 students in this than the Addiction Research Foundation survey drank this frequently.

One-eighth of the Grade 7 and just over half the Grade 13 students reported they had five or more drinks on the same occasion at least once in the past six months. Almost one-third of the Grade 13 students reported that during the past six months on four or more occasions they had five or more drinks. Unless the drinks counted were very small or very weak, the amount of alcohol consumed on each occasion would probably leave the student somewhere between high and drunk.

The most commonly used drug was tobacco, smoked by over one-third of the elementary and half of the high school students. The prevalence of use of this drug is very similar to the rates reported by the Addiction Research Foundation in their survey when the same response categories are compared. The frequency of use of tobacco is much higher than for any other drug with one-ninth of the elementary and one-quarter of the high school students smoking once daily or more often. Tobacco is used more frequently than any other drug in the sense that most smokers use several cigarettes each day, compared to marihuana and alcohol users, who do not usually smoke or drink on a daily basis let alone use the drug several times per day.

There is little evidence from this study to suggest that marihuana use among students is decreasing. One-tenth of the elementary and one-third of the high school students report using marihuana once or more often during the past six months. While the prevalence of use is slightly lower than that reported by the Addiction Research Foundation, the differences are not statistically significant. In the late 1960's and early 1970's, the use of marihuana by students was a major concern to educators and drug researchers. The number of personal crises associated with drug use has decreased in the past few years and as a result many persons have assumed that marihuana use probably was also decreasing. At the same time a greater awareness of student drinking and alcohol-related problems occurred. The survey findings suggest that both alcohol and marihuana use have been increasing over the past several years. The use of marihuana and other drugs may not be as visible in schools as it once was. This appears to be the result of the students learning how to use drugs in a manner which creates fewer highly visible problems rather than a reduction in drug use.

One of the most surprising findings of the study is that only half as many students say they have been high in class on alcohol as on other drugs. Almost four times as many of the high school students claimed they had been high on three or more occasions from using drugs other than alcohol as from drinking.

Most of the 18.7% high school students who reported they were high on drugs other than alcohol likely were referring to marihuana because it is by far the most prevalent drug other than tobacco and alcohol, even though only slightly more than half as many students reported using this drug as reported drinking. Some elementary students who claimed they were high on drugs other than alcohol may have considered they were high on tobacco. It is unlikely high school students would do so because tobacco is not usually considered to be a drug in the sense that marihuana, tranquilizers and other substances are. Further research is needed to determine whether this finding is the result of a misunderstanding of the question by the students or of some other type of error or actually typical of the student population.

Drinking At School

More student drinking occurs before or at extra-curricular activities than before or during class periods. Almost one-third of the high school students said they had drunk at or before attending a school dance or party and one-eighth had drunk at a school sports event. From one-half to one-seventh of the high school students reported bringing alcohol to school, drinking at school, attending class after drinking, or having a hangover in class. Only 5% reported they had been drunk during a class period. Most of the students involved in these drinking activities reported they had only done them once since September 1977.

Alcohol appears to have a relatively minor effect on the classroom and school behaviours of Ontario students. While the majority of students reported feeling tired or sleepy in class, had trouble concentrating, were late for class, failed a test, etc., only 1 in 25 of the elementary and 1 in 8 to 1 in 20 of the high school students said alcohol contributed to these behaviours. For the majority of students, alcohol has little or no effect on their behaviour at school. For a very small number of students alcohol appears to be a major factor in encouraging these types of anti-social behaviours. These students tend to be males with low levels of academic achievement.

One of the reasons alcohol has a relatively minor effect on students' school behaviours is that over 80% of the students do most of their drinking on week-ends and they do it mainly with friends either at the friends' home or their own home. A few students do most of their drinking on week-nights, but less than 2% of the high school students drink mainly on weekdays. This study did not investigate the day of the week on which most alcohol-related behaviours occurred. Future research on student drinking should consider this factor.

Legal Drinking Age

At the time this study was initiated, the issue of increasing the legal drinking age was being actively discussed in the mass media. Prior to completion of the study it was announced by the Government of Ontario that the legal drinking age would be raised from 18 to 19 years of age to become effective September 1, 1978. Subsequently the date was changed to January 1, 1979.

Almost half the teachers believe the legal age for the purchase and consumption of alcoholic beverages should be 21 years. This age was supported by 56% of the elementary and 42% of the high school teachers. One-quarter of the teachers at both levels prefer 20 years of age and only one-tenth of the elementary and one-eighth of the high school teachers prefer the proposed age of 19 years. One-sixteenth of the elementary teachers and one-seventh of the high school teachers believed the legal drinking age should remain at 18 years.

Students, not surprisingly, support a lower legal drinking age than the teachers. Just over half the students believe the drinking age should be 18 years. Older students tend to support a higher age limit and the younger students a lower one. One-quarter approve of the 19 year age limit, with approval being lowest among students who are now 17 years of age and highest among those who are 20 or older.

Both the prevalence and frequency of student drinking have increased steadily since student drinking studies were initiated in the late 1960's. The various Addiction Research Foundation student surveys document the increase in prevalence of drinking among students not only between 18 and 21 years but those much younger, including elementary students in Grades 6, 7 and 8 (13, 18, 19). A survey of post-secondary students conducted in 1972 indicated a general increase in the prevalence of drinking, which was highest among the male students who were 18 years of age. Those who had drunk once a week or more often increased their frequency of drinking more than those who had drunk less often (31). Approximately two-thirds of 214 high school vice-principals surveyed in the Toronto area in 1972 reported an increase in both the number of students who drink and the quantity consumed. While it would be difficult to empirically prove that lowering the legal drinking age caused most or all of the increase in drinking, it is reasonable to assume that legalizing a formerly illicit behaviour would increase its prevalence.

The policy of increasing the legal drinking age appears to be based on the assumption that making a behaviour illegal will reduce its prevalence. Teachers generally do not believe that increasing the legal drinking age to 19 will have a major effect on their school. Just over half the high school teachers said it would have no or very little effect. One-tenth of the elementary and two-fifths of the high school teachers believed it would have some positive effects on either student drinking or school-related behaviours.

The teachers' opinions are consistent with student behaviours in the sense that 90% of the students surveyed who were 17 years of age had consumed alcohol in the past six months and almost one-third claimed they had done so once a week or more often. One-quarter of the students who were 16 years of age reported drinking once a week or more often. It is unlikely that many of the underage students who are presently drinking will stop when the legal age is raised, unless their source of alcohol is restricted.

For a substantial proportion of students under the age of 18 years, parents are the primary source of alcohol. More elementary students had drunk with their parents once or more often than with friends, brothers or sisters or alone. One-third of the Grade 11 students drank with their parents three or more times in the study period. When asked to select the single most often used source of alcohol from a list of six possible sources, more of the elementary students, two-fifths, indicated parents or other relatives than any other source. One-seventh said older friends, brothers or sisters, or buy it for themselves, while fewer steal it at home or at friends' homes. Among high school students up to Grade 11, the most frequently mentioned source was older friends or brothers and sisters (27%) followed by parents (22%). Parents are much less important among Grade 12 and 13 students, who say they purchase alcohol themselves at liquor or beer outlets or at restaurants, pubs, etc.

Little research has been done in Ontario on the illegal purchase of alcoholic beverages by young people. The students' self-reports of purchasing beer from a Brewer's Retail outlet and liquor or wine from Liquor Control Board or wine Stores suggest that the present legal age limit is not rigorously enforced. The percentage of 16- and 17-year-old students who said they personally made a purchase at a Brewer's Retail store since September 1977 were 19.6% and 27.0% respectively. The percentages who purchased liquor and/or wine were 19.4% and 30.4% respectively.

Even more students said they had drunk alcohol in a restaurant, pub or tavern since September 1977 than had purchased it from a Brewer's Retail or Liquor Control Board outlet. Almost half (45.8%) of the 16-year-old students and 61.3% of the 17-year-old students claimed to have drunk in a restaurant, pub or tavern. An indication of the frequency with which underage drinking occurs in restaurants, pubs or taverns is the findings that almost one-sixth of the students who were 17 years of age said they drank in one of these establishments on 11 or more occasions since September 1977. It is doubtful that an increase in the legal drinking age will have much effect on student drinking unless the laws are enforced. Unenforced laws cannot be expected to inhibit illicit behaviour.

Student drug use is a problem or issue which has many dimensions. Parents, the educational system and the judicial system all have a role in decreasing drug use. Programs involving student drug education,

public and parental information and law enforcement are all required. Given the scope and complexity of the problem, it would be useful for the Ministry of Education to work with the other agencies involved, including the Addiction Research Foundation, the Ministry of Health, Community and Social Services, and the Solicitor General, in attacking the issue of student drinking.

Further Research

The findings of this student and teacher survey raise a number of issues and questions which require further research. Several of these are outlined below.

1. Trends In Student Behaviours

While this study presents a relatively comprehensive assessment of the extent of alcohol-related classroom and school behaviours, it cannot provide an indication of whether they are increasing or decreasing. Until this study is replicated, it will not be possible to determine the extent of trends in the various behaviours. Given the high prevalence of student drinking and in our judgement a low probability that the extent of drinking will be reduced, alcohol can be expected to be of concern to educators for some time. Consideration should be given to replicating this survey in two years.

2. Increase In Drinking Age

The legal drinking age will be raised from 18 to 19 years on January 1, 1979. It appears quite feasible and desirable to conduct a field experiment to determine the effect of this change on both student drinking and alcohol-related behaviours. Such a study would attempt to measure the change, if any, in drinking behaviours which occur for students of different ages. While it would be better to use a pre-post research design using the same students, the data from the present survey could be compared to data collected at a later date as was suggested above.

3. Problem Drinkers

The data indicate a very high level of drug use and alcohol-related anti-social behaviours among students with low levels of academic achievement. The data from this study could be further analyzed to learn more about the personal, demographic, and other characteristics of those students who are heavy users of alcohol and/or other drugs. More information is needed before we can develop programs to assist these students who appear most likely to create future problems for both the school system and the community.

4. Other Drug Users

The rather surprising finding that twice as many students had been high on drugs other than alcohol as on alcohol in the study period warrants further investigation. The effects of marihuana, tobacco, tranquilizers, stimulants and solvents on student behaviours should be examined to determine their impact relative to that of alcohol.

5. School and Board Policies

The teachers who participated in this survey indicated they were generally unaware of school and board policies regarding drug use by students. A study could be conducted to determine the extent to which various boards and/or schools have a policy on drug use and/or drinking by students, the extent to which teachers are aware of and follow the policy, the content of different board policies, etc. The need for and contents of an appropriate set of guidelines should be considered as part of the study.

6. Access To Alcohol

The issue of underage drinking and access to alcohol is generally outside the mandate and control of the educational system. While educators have a role to play in reducing the abuse of alcohol by young people, they have little control over access to alcoholic beverages. Two areas require research. The first involves parental drinking, parental attitudes, student-parent drinking attitudes, etc. The second involves student access to alcohol in commercial establishments. The extent to which present laws are enforced deserves investigation in light of the relatively high percentage of underage students who report purchasing alcohol on a regular basis.

Background

This study was undertaken to investigate the prevalence of alcohol use by Ontario students and the effects of drinking on their classroom and school behaviours. While many previous student drug surveys have determined the extent of alcohol and other drug use they have not focussed on the effects of drinking on schools. This study is similar to one completed by the authors in a single school system in 1977.

Research Design

The sample was designed to provide a provincial probability sample of students representative of all Ontario students in Grades 7 to 13. The sample selected was representative of English and French speaking students in the Public and Separate school systems of Ontario. Data were collected from 8,938 students in 367 classes at 99 schools from 27 school boards. The teacher who taught the class during the period in which the students completed the questionnaire was asked to participate in the study by completing a questionnaire at the same time. A total of 343 teachers completed questionnaires.

The data were weighted by region, school type and language to make the responses representative of the Ontario student population. The teachers' responses were not weighted in any manner. The weighting was done separately for the elementary and high school student samples. Throughout the report, the elementary and high school students' responses to the questionnaires are reported separately. While 3,188 elementary and 5,750 high school students were interviewed, after the samples were weighted they were based on 1,805 and 2,872, respectively. Based on the usual 5% level of confidence, 19 times out of 20, the responses of the students sampled are within +3% of the responses which would be found if all the students in Grades 7 - 13 in Ontario were surveyed.

Questionnaires

The English and French student questionnaires were pretested on several classes of students. The questionnaire collected information on the following major areas: self-reports of the frequency of alcohol and other drug use in the past six months; self-reports of classroom behaviours and of those resulting from alcohol use; self-reports of school behaviours and of those resulting from alcohol use; the prevalence of drinking before or during extra-curricular activities and resulting problems; when and where students drink; reasons for drinking; and personal characteristics. The high school students were asked a few additional questions concerning alcohol procurement and the legal drinking age. Measures were taken to check for inconsistent responses

and untruthful answers. The questionnaire was designed to be read by each student and answered on optical scanning sheets in a 40-minute period and was completely anonymous.

The teacher questionnaire was designed to be comparable to the student questionnaire. Each teacher was asked to complete a questionnaire in the classroom at the same time as the students were completing their questionnaires. The major areas investigated by the teacher questionnaire were: perceptions of drinking activities; awareness of drinking problems in their classrooms, in the school and at extra-curricular events; reaction to potential class and school drinking situations; awareness of school and board policies toward student drinking; reactions to changes in the drinking age; attitude toward drinking; and personal characteristics, such as sex, number of years teaching, and subjects taught.

Findings

Student Consumption of Alcohol

The use of alcoholic beverages by students was determined by asking the students to indicate how frequently they had consumed each beverage, namely, beer, wine, wine with their family at meals, and liquor during the preceding six months. The students were also asked how frequently they had consumed any alcoholic beverages during the past six months.

The percentages of elementary and high school students who have used alcoholic beverages are shown in Table 1. Three measures of alcohol consumption are indicated. The first measure of drinking includes all those students who had one or more drinks, including sips or tastes, during the period being studied. The second measure does not include students who only had sips or tastes of an alcoholic beverage. The third measure is based on consumption of alcoholic beverages once a week or more often. This measure is included in order to provide an indication of what proportion of students drink on a regular basis.

The students' responses indicated that almost three-quarters of the elementary and seven-eighths of the high school students had drunk or tasted alcohol in the previous six months. The percentages of students drinking one or more alcoholic beverages once or more often not including sips and tastes during the previous six-month period were 32.4% for the elementary and 72.0% for the high school students. The percentages of students drinking once a week or more often during the previous six months were 7.6% and 27.3% for elementary and high school students respectively.

Table 1: Prevalence and Frequency of Student Alcohol Use
During The Previous Six Months

Frequency of Drinking	Alcohol	Beer	Wine	Wine With Family At Meals	Liquor
Elementary Students		Percentage			
Once or more often including sips	73.9	47.9	61.7	54.4	47.1
Once or more often excluding sips	32.4	23.2	24.5	27.5	20.7
Once a week or more often	7.6	4.8	4.0	3.5	3.3
Number of Students	1805	1805	1805	1805	1805
High School Students					
Once or more often including sips	88.0	66.7	74.9	61.0	72.1
Once or more often excluding sips	72.0	56.5	53.3	45.1	59.2
Once a week or more often	27.3	17.8	8.8	7.7	11.3
Number of Students	2872	2872	2872	2872	2872

The percentages of students who drank one or more alcoholic beverages not including sips or tastes during the previous six months increased from 27.1% in Grade 7 to 86.9% in Grade 13. The percentages for high school students by age were: 14 years, 50.4%; 15 years, 64.5%; 16 years, 74.4%; 17 years, 81.6%; 18 years, 89.5%; and 19 years or older, 82.6%.

The use of alcohol is sex-related, with a higher percentage of both elementary and high school male than female students reporting drinking once or more often during the previous six months. The males at both levels were more likely to drink once a week or more often. Grade average is inversely related to the consumption of alcoholic beverages. For both elementary and high school students, the students who have the highest grades are least likely to drink or to drink on a regular basis.

The students were asked how frequently they had consumed five or more drinks at one time or on a single occasion. This estimate of amount consumed provided an indication of relatively heavy consumption by a minority of students. Just over one-sixth of the elementary and almost one-half of the high school students claimed that on at least one occasion in the past six months, they had consumed 5 or more drinks. The frequency with which students consumed five or more drinks on the same occasion was directly related to grade. Male students were more likely than females to report drinking this amount on a single occasion.

The popularity of beer as an alcoholic drink is considerably more evident among students who drink quite frequently than those who drink less regularly than once a week. The percentage of elementary students who reported drinking beer once or more often during the past six months was 47.9% compared to 66.7% of the high school students. Among both elementary and high school students, beer is the beverage choice of those who drink on a weekly basis. See Table 1 for further details. The prevalence and frequency of beer drinking is directly related to grade and age and inversely related to grade average. Male students at both the elementary and high school levels were more likely to report drinking beer than female students.

More students, both elementary and secondary, reported drinking wine than either beer or liquor. The relatively high levels of reported use of wine decrease very sharply when sips and tastes are excluded. More students reported sipping and tasting wine than beer or liquor. As is shown in Table 1, when sips and tastes are excluded one-quarter of the elementary and just over half of the high school students had consumed one or more drinks of wine in the six months prior to the survey. The use of wine is directly related to grade and age. Males and females reported similar consumption patterns for wine.

Previous research has indicated that much of the wine consumed by students is drunk in the home, usually with meals. A question was included to determine how widespread this type of drinking is among students. The use of wine with family at meals appears to account for a substantial proportion of those occasions at which students consume wine. The consumption of wine with family at meals is related to the various student characteristics in the same way as wine consumption, that is, it increases with grade and age and high school males have a higher frequency of use than females. Grade average is not related for elementary students but prevalence of use is directly related for high school students.

Liquor is the least popular alcoholic beverage among elementary students. Among high school students, liquor is slightly more popular than beer when measured in terms of the percentage reporting one or more drinks but much less popular than beer among students who drink each week. See Table 1 for exact percentages. Liquor consumption follows a pattern similar to that of the other alcoholic beverages, being directly related to grade and age, inversely related to grade average, and higher for males than females.

Student Use of Other Drugs

The students were asked to indicate their use of five psychoactive drugs during the six months prior to the survey. These drugs were tobacco, tranquilizers, solvents, stimulants and marihuana. For each drug, except tobacco, the first response category provided the students with the opportunity to indicate they did not know what the drug was. Even

though examples were given for each drug, a substantial proportion of the elementary students indicated they did not know what the drugs were. In this study, no distinction was made between prescription and non-prescription use. The findings are presented for each of the drugs in Table 2.

Table 2: Prevalence and Frequency of Student Drug Use During The Previous Six Months

Frequency	Tobacco	Tranqui- lizers	Stimu- lants	Sol- vents	Mari- huana
Elementary Students	Percentage				
Not aware	n. a.	16.7	20.2	7.0	6.8
Not used	63.0	78.0	75.9	88.0	83.8
Once or more often	37.0	5.3	3.9	5.0	9.4
Once a week or more often	n. a.	1.1	0.5	0.6	2.8
Once a day or more often	9.1	0.6	0.1	0.2	0.8
Number of Students	1805	1805	1805	1805	1805
High School Students					
Not Aware	n. a.	4.5	3.4	2.4	1.7
Not used	49.5	86.4	86.9	94.4	64.7
Once or more often	50.5	9.1	9.7	3.2	33.6
Once a week or more often	n. a.	1.5	1.5	0.6	11.8
Once a day or more often	26.4	0.5	0.4	0.3	3.1
Number of Students	2872	2872	2872	2872	2872

Tobacco is by far the most frequently used drug studied. Just over one-third of the elementary and half of the high school students reported smoking tobacco during the previous six months. The use of tobacco is related to grade in that prevalence increases from Grade 7 to Grade 12, then decreases for Grade 13 students. Male and female elementary school students reported similar patterns of smoking but female high school students were more likely to smoke than male students. Students with higher grade averages were found to be less likely to smoke than

those who had lower grade averages. The estimates of student smoking are higher than those reported in other studies because this study includes as smokers those students who had only tried a cigarette one or two times.

The prevalence of use of tranquilizers was 5.3% for elementary and 9.1% for high school students. One-sixth of the elementary and one-twentieth of the high school students did not know what tranquilizers were. Tranquilizer use is not related to sex, is inversely related to grade average, and while related to grade and age, the relationship is not consistent.

Very few students used stimulants. Only 3.9% of the elementary and 9.7% of the high school students reported using these drugs. One-fifth of the elementary and 3.4% of the high school students did not know what stimulants were. The proportion of students using these drugs increases from 3.0% in Grade 7 to 11.8% in Grade 12, then decreases to 7.6% in Grade 13. The use of stimulants is not related to sex, but is much higher for students who have a low grade average than those who are doing well academically.

Solvents are one of the few types of psychoactive drugs which are more frequently used by elementary than high school students. The students were asked how often they had sniffed solvents to get high. The prevalence of use is relatively low with 5.0% of the elementary and 3.2% of the high school students reporting use in the six months prior to the survey. Use is not related to sex and is inversely related to grade and grade average.

When the use of marihuana or hashish was investigated, it was found that almost one-tenth of the elementary and one-third of the high school students had used this drug in the six months prior to the survey. Use once a week or more often was reported by 2.8% of the elementary and 11.8% of the high school students. Marihuana use is strongly related to grade, as the prevalence of use increased from 5.0% in Grade 7 to 41.0% in Grade 12, then decreased slightly to 36.9% in Grade 13. The use of marihuana is sex-related in that more males than females at both school levels reported its use. Students with low grade averages at both the elementary and high school levels were more likely to use this drug.

The consumption of alcohol was found to be statistically significantly related to the use of all five drugs studied. The degree of relationship was stronger for marihuana and tobacco than for the other three drugs. While all of the coefficients are statistically greater than zero, indicating that the use of alcohol and other drugs tends to be related, it should not be assumed that the use of one drug causes the use of the other.

Classroom and School Behaviours

The primary purpose of this research project was to determine whether or not the consumption of alcoholic beverages affects the behaviours of students while at school. The behaviours studied may be grouped on the basis of whether or not they occur in the classroom or the school or are extra-curricular in nature. The question format used asked the students first how many times since September 1977 they had experienced the behaviour because they drank beer, wine or liquor. The next question inquired as to the total number of times the student had experienced the behaviour since the previous September.

Five classroom-and three school-related behaviours were investigated: namely, feeling tired or sleepy during a class; having trouble concentrating or paying attention; being late for any classes; failing a test, exam or project; cheating on a test, exam or project; being absent from school for a half or whole day; damaging property at school on purpose; and stealing something worth more than \$5.00 at school. Generally a high proportion of students reported they had experienced the various behaviours once or more frequently. For all behaviours, except stealing and damaging school property, more high school than elementary school students reported they had occurred for any reason. See Table 3 for details of the prevalence of classroom and school behaviours.

The proportion of behaviours reported which are alcohol-related is low in almost all cases. Only a small proportion of the behaviours reported by the elementary students were attributed to the consumption of alcoholic beverages. Between 5% and 16% of the behaviours reported by the elementary students were attributable to the consumption of alcoholic beverages. While a somewhat higher proportion of the school behaviours reported by the high school students were attributable to alcohol use, the proportion was generally quite low. A higher proportion of the occurrences of damaging school property and feeling tired or sleepy were attributed to drinking than the other behaviours.

The majority of the behaviours studied were directly related to grade. In a number of cases, the prevalence of the behaviours peaked in Grade 12. The behaviours which were attributable to drinking followed a similar pattern. For most behaviours more males than females reported them. The major exceptions were feeling tired or sleepy in class and being absent from school. For all eight behaviours studied, more males than females reported they engaged in the behaviour because of drinking. Most of the students at both levels with lower grade averages generally report they engaged in the eight behaviours for any reason and because of drinking.

Table 3: Prevalence of Behaviours Which Occurred For Any Reason and Because of Drinking Beer, Wine or Liquor (percentage reporting behaviour since September 1977)

Behaviours	Elementary Students		High School Students	
	Any Reason	Alcohol	Any Reason	Alcohol
Feel tired or sleepy	70.5	3.7	87.5	10.9
Trouble concentrating	59.0	3.5	79.3	6.8
Late for classes	52.6	3.5	73.3	6.5
Fail test, exam or project	68.6	3.6	76.2	3.1
Cheat on exam, test or project	27.8	2.4	40.9	1.9
Absent from school	81.2	3.1	90.7	9.0
Damage school property on purpose	9.0	1.5	8.0	1.4
Steal more than \$5.00	8.4	0.9	8.1	0.6
Number of Students	1805	1805	2872	2872

Alcohol At School

Nine questions were asked about student involvement with alcohol in the school environment. The behaviours investigated included: bringing alcohol to school; drinking in school or on the school grounds during school hours; attending classes after drinking; being high after drinking; being drunk in class; feeling at ease in class after drinking; having trouble with a staff member; and visiting a guidance counsellor to discuss problems as a result of drinking. The elementary students were not asked about bringing alcohol to school or feeling more at ease in class as the result of drinking.

The behaviours most frequently reported by both the elementary and high school students, as is shown in Table 4, were attending class after drinking, having a hangover, bringing alcohol to school and drinking on school property. These behaviours were reported by from 10% to 14% of the high school students and approximately 4% of the elementary students. The frequency with which the reported behaviours occur is quite low for the elementary students. Among high school students, the frequency was considerably higher but most students reported the behaviour occurred only once or twice.

For most of the behaviours studied, their prevalence increased from Grade 7 to Grade 12 then decreased very slightly among Grade 13 students. All nine of the behaviours were significantly related to sex among both the elementary and high school students in that more males than females reported the behaviours studied. Grade average is negatively related to the prevalence and frequency of occurrence of all nine behaviours. The findings consistently indicate that very few students who do well academically use alcohol or are involved in the alcohol-related behaviours studied.

Table 4: Prevalence of Behaviours Involving Alcohol
Since September 1977
(percentage reporting behaviour since September 1977)

Behaviours Involving Alcohol	Students	
	Elementary	High School
Bring alcohol to this school	n. a.	11.6
Drink in school building or yard	3.5	9.5
Attend classes after drinking	4.5	13.6
High in class	3.9	8.9
Drunk in class	2.4	5.0
Hangover in class	4.3	12.7
Feel at ease in class	n. a.	6.6
Trouble with staff for misbehaving	2.0	2.3
Visit guidance counsellor to talk about problems	0.8	0.8
Number of Students	1805	2872

Perceived Effects of Drinking

The students were asked a number of questions regarding the way in which they believed drinking affects their participation in extra-curricular activities, homework, and academic performance and the impact of other students' drinking on the school etc.

The prevalence of drinking at school dances was much higher than at school sports events for both elementary and high school students. The percentage of students reporting having problems with staff because they drank at either event was very small, that is, less than 2%.

The students were asked whether or not since September 1977 their drinking had affected how well they were doing at school and whether their drinking caused them to spend more or less time on homework, essays, projects or studying. Under 5% of both elementary and high school students admitted their drinking had any effect on their academic work. These students indicated more negative than positive effects which were especially pronounced among students who have lower grades.

When asked how often students who had been drinking beer, wine or liquor disturbed or caused interruptions in any of their classes since September 1977, one-eighth of the elementary and under one-quarter of the high school students reported one or more disturbances.

The students were asked how often they had felt high in any of their classes on drugs other than alcohol. No effort was made to identify the drug used, but based on the prevalence of drug use reported, it appears safe to assume that most of the students were referring to marihuana-related experiences. A substantial proportion of students reported being high in class on drugs other than alcohol at the high school level. Twice as many high school students got high in class on other drugs as on alcohol. The percentage reporting being high during any class on drugs other than alcohol was as follows: 2.0% in Grade 7; 7.1% in Grade 8; 12.1% in Grade 9; 21.0% in Grade 10; 20.1% in Grade 11; 23.6% in Grade 12; and 16.7% in Grade 13. Between 9% and 11% of the Grades 10, 11 and 12 students reported getting high on drugs six or more times. This compares to only 1% to 2% of the students who got high on beer, wine or liquor this often.

Social Aspects of Drinking

Drinking by students occurs in many locations either alone or with others. Students may drink at a large number of different locations with a wide variety of persons. In an effort to keep the number of questions asked within practical limits, the two concepts of location and drinking companions were combined. The elementary and high school students reported different drinking patterns. More of the elementary students drink with their parents (38.0%) than with friends at their or the friend's home (26.8%) or with brothers or sisters (19.0%). One-tenth of these students reported drinking alone and the same proportion at restaurants, pubs or taverns. Very few (3.5%) claimed to have consumed alcoholic beverages at school and even fewer (1.6%) in the company of a teacher from their school.

Among high school students two-thirds reported drinking with friends in either the friends' home or their own home. Other popular drinking situations reported were: with parents, 60.5%; at restaurants, pubs or taverns, 46.2%; with brothers or sisters, 40.5%; alone, 22.7%; at school, 9.5%; and with teachers from their school, 8.8%. Note that each drinking situation was treated as a separate question.

The students were asked when they do most of their drinking. The overwhelming majority of students at both school levels who drink do so on week-ends. The next most common time for drinking is week-nights, followed by weekdays.

The students were asked if they drank beer, wine or liquor for any of seven reasons. Over half of the high school students said they drink because they enjoy the taste. One-fifth of the elementary students drink for this reason. The percentage of elementary and high school students drinking for each reason respectively were as follows: helps cheer them up or feel better, 9.4% and 30.7%; to get along better with the opposite sex, 6.6% and 12.9%; peer pressure, 5.2% and 13.8%; to relax, 4.4% and 18.0%; family pressures, 2.4% and 5.2%; school pressures, 1.7% and 4.1%.

The students who had drunk in the past six months were asked where they get most of their alcohol. The elementary students claimed to get their alcohol, in order of importance, from parents or other relatives; older friends; brothers or sisters; at friends' homes; or by stealing it at home. The high school students claimed to get alcohol from older friends and brothers or sisters; parents or other relatives; purchase it themselves at liquor or beer outlets; or purchase it at restaurants, taverns or pubs.

The high school students were asked how often they had purchased beer from a Brewer's Retail store or liquor or wine from the Liquor Control Board or a wine store. Approximately three-quarters said they had not purchased alcoholic beverages from these suppliers. Over one-quarter of the students who are 17 years of age claimed to have purchased beer at a Brewer's Retail store and one-sixth had done so three or more times. One-third of the 17-year-old students claimed to have purchased liquor or wine at a Liquor Control Board or wine store and one-seventh did so 3 or more times during the preceding four-to-six-month period.

The students were asked what they believed the legal age for the purchase and consumption of alcoholic beverages should be in Ontario. Over half the students believed the legal age should be 18 years. Generally older students support a higher age and younger students a lower one.

Parents play a major role in student drinking. As mentioned earlier, more elementary students reported getting alcohol from their parents than from all other sources identified combined. Among elementary students who reported drinking in the previous six months, just over 40% indicated parents were their major source of beer, wine or liquor. Among high school students, parents are a major but not the dominant source of alcohol for all students especially those in Grade 9 to Grade 11.

The Teacher Survey

The responses of the 343 teachers who participated in the survey are presented in the following sequence: perceptions of drinking and other drug-related activities; awareness of student drinking and related problems in the classroom, at school and at extra-curricular activities; awareness of school and board policies; and reactions to changes in the legal drinking age. Throughout the report the percentages are cited separately for the elementary and high school teachers. The teachers' estimates generally cannot be directly compared to those of the students because the teachers were reporting whether or not they had seen one or more students exhibit the various behaviours, not how many students exhibited the behaviours.

Perceptions of Student Drinking

The teachers were asked to make estimates of the percentage of students in their school and in the class interviewed who had drunk beer, wine or liquor once a week or more often since September 1977. One-fifth of the elementary and just over one-tenth of the high school teachers said they did not know the percentage of the whole school population who drank alcoholic beverages this frequently. Almost half the high school teachers compared to 8.9% of the elementary teachers believed half or more of the students at their school drank weekly.

The teachers estimated the percentage of students in their class which was interviewed who drank beer, wine or liquor weekly. Approximately 17% of the elementary teachers said they didn't know compared to 12.4% of the high school teachers. Just over one-third of the high school teachers believed about half or more of the students in their class drank this frequently compared to 3.2% of the elementary teachers.

The teachers indicated the three most important reasons why, in their opinion, the students at their school drank alcoholic beverages once a week or more often. The majority of the elementary teachers and almost all of the high school teachers replied that the students drank because most of their friends do or to be part of the crowd. Just over one-third of the elementary and high school teachers selected family and/or personal problems as the major cause of student drinking.

When the teachers were asked to select from a list of 11 drugs the one drug most widely used by students who attended their school, almost one-half of the elementary teachers and one-sixth of the high school teachers indicated they did not know which drug was most widely used. Both elementary and high school teachers believed beer was the most widely used drug.

When asked to estimate the proportion of students who were having problems at school with their marks, motivation, etc. because of drinking beer, wine or liquor on a weekly basis, the same percentage (34.7%) of the elementary and high school teachers indicated they did not know what proportion of students were having alcohol-related problems.

In an effort to determine teachers' perceptions of trends in student drug use, they were asked if they were aware of drinking problems in their school in 1976 - 1977 and whether there were more problems in 1977 - 1978. Just over one-quarter of the elementary and over half of the high school teachers were aware of problems during the previous year. Of the teachers aware of problems in the previous year, almost two-thirds said that alcohol is not creating more problems, one-eighth reported an increase, and the remaining one-quarter did not have an opinion.

Awareness of Drinking

Over 90% of all the teachers sampled felt they, as teachers, could recognize signs indicating a student had been drinking alcoholic beverages before attending class. Over one-quarter of the high school teachers and 5.6% of the elementary teachers claimed they were aware of a student who had consumed beer, wine or liquor before attending one or more of their classes since September 1977. Three-quarters of the teachers involved reported that a single student had come to one of their classes after having consumed beer, wine or liquor.

Student drinking at extra-curricular activities is more of a high school than elementary school phenomenon. Over two-fifths of the high school teachers reported student drinking before or during a school dance, over one-quarter were aware of drinking at a school sports event and one-tenth during a school field trip. Drinking at a school dance was reported by one-eighth of the elementary teachers but none were aware of drinking by students at a school sports event or on a field trip.

Student Behaviours

The teachers were asked to indicate the prevalence and frequency with which student behaviours had occurred in any of their classes because the student had been drinking beer, wine or liquor since September 1977. Over one-fifth of the elementary school teachers observed one or more students talking about their drinking experiences. The remaining behaviours were reported by less than 10% of the elementary teachers. See Table 5 for the prevalence of student behaviours which occurred in class because of drinking beer, wine or liquor.

The teachers also reported their awareness of nine behaviours which occurred because a student had been drinking. The teachers were asked to include events they were informed of by other staff members as well as those they had observed. The percentage of elementary and high school teachers aware of the various behaviours is shown in Table 6.

Board and School Policies

The teachers were asked a series of questions to determine their awareness of their board's and their school's policies on student drinking and the extent to which the policies were enforced. The majority of teachers did not know whether or not their board had a policy about student drinking. Almost three-quarters of the elementary and over half of the high school teachers didn't know whether their board had a policy. Almost one-third of the elementary and one-quarter of the high school teachers didn't know if their school had a policy. The majority of the teachers who believed their board had a policy believed it is enforced and those teachers who say their school had a policy generally believed it is being enforced.

Table 5: Percentage of Teachers Reporting Student Behaviours Due To Alcohol
(percentage reporting observations since September 1977)

Classroom Behaviours Observed	Elementary Teachers	High School Teachers
Talk about drinking experiences	22.6	52.1
Look tired or sleepy	8.3	30.4
Skip class after drinking or to go out drinking	0.8	27.8
Absent from class	7.3	27.2
Did not concentrate or pay attention	8.9	24.5
Look as if had a hangover	7.3	24.4
Lose interest in academic work	7.3	20.4
Receive lower marks than usual	4.8	18.9
Not complete homework, essays, etc.	7.3	18.0
Fail test, exam or assignment	4.0	14.3
Late for class	4.1	11.6
Make noise or disturb rest of students	4.0	10.7
Act restless, nervous or uptight	4.0	10.6
Lose interest in extra-curricular activities	2.4	9.3
Have slurred speech	4.0	8.3
Was high on alcohol	2.4	6.5
Cheat on test, exam or assignment	2.4	2.3
Number of Teachers	123	219

Table 6: Awareness of Students' Behaviours Which
Occurred At School As Reported By Teachers
(percentage reporting observations since September 1977)

	Elementary Teachers	High School Teachers
<u>Alcohol-Related Behaviours</u>		
Being drunk	12.0	55.8
Having trouble with Principal, Vice-Principal or teachers	8.9	37.5
Getting into a physical fight	2.4	24.8
Receiving treatment (A.A., medical or psychological)	-	6.4
<u>Alcohol-and Non-Alcohol-Related</u>		
Being suspended		
Any reason	45.2	78.0
Alcohol	5.7	39.0
Deliberately writing on school walls, books or desks		
Any reason	68.6	69.3
Alcohol	1.6	9.2
Damaging school property on purpose		
Any reason	52.9	67.4
Alcohol	4.0	22.1
Having trouble with police		
Any reason	48.4	56.0
Alcohol	4.8	22.9
Stealing something worth more than \$5.00		
Any reason	32.5	41.3
Alcohol	3.2	4.1
Number of Teachers	123	219

Drinking Issues

When asked the extent to which they approved of the lowering of the legal drinking age from 21 to 18 years in 1971, the overwhelming majority of teachers expressed their disapproval. Almost 90% of the elementary and 78% of the high school teachers disapproved of this change. When asked what effect the raising of the legal drinking age in Ontario to 19 years from the present 18 years would have on their school, the majority of the elementary teachers replied 'none' and one-seventh very little. Just over half the high school teachers claim the increase in the legal drinking age will have no or very little effect on their school. One-sixth believe it will decrease consumption, the same proportion expect alcohol will be less available and one in sixteen believe it will decrease school problems.

Almost half of all the teachers indicated they believed the legal age for the purchase and consumption of alcoholic beverages in Ontario should be 21 years. Over half of the elementary teachers and two-fifths of the high school teachers preferred 21 years. The second most popular age, 20 years, was indicated by one-quarter of the teachers at both levels. The proposed new Ontario legal age of 19 years was supported by only one-tenth of the teachers.

The majority of teachers believe that people under 25 years of age should be required to have an identification card to purchase beer, wine or liquor in Ontario. Slightly more of the elementary than high school teachers support identification cards for young people.

The teachers were asked whether or not they had gone to a local pub or tavern to drink with any of their students either after school hours or during spares or at noon time since September 1977. While none of the teachers said they had drunk with their students during spares or at noon time, one elementary and seven high school teachers said they had drunk with their students after school hours. These reports contrast with those of the students, since 1.6% of the elementary and 8.8% of the high school students said they had drunk with a teacher from their school since September 1977.

Discussion

The findings of the survey were discussed in terms of student drug use, drinking at school, the legal drinking age and areas where further research appears desirable.

Student Drug Use

The extent of student drinking was reviewed and the findings from this survey were compared to one conducted by the Addiction Research

Foundation in 1976. The overall prevalence of drinking is the same on both surveys but is slightly higher in this survey for Grade 7 students than in the Addiction Research Foundation survey. The percentage of students who drink once a week or more often was 19.5% in this survey compared to 17.9% in the Addiction Research Foundation survey.

Tobacco is used by fewer students than alcohol but those who smoke do so much more frequently than those who drink. Marihuana use, which was reported by one-tenth of the elementary and one-third of the high school students, does not appear to be decreasing. The prevalence of use was not significantly different than that found in the Addiction Research Foundation study.

Drinking At School

More school-related drinking occurs before or at extra-curricular activities than before or during class periods. A minority of students bring alcohol to school or drink before attending class. Alcohol has a relatively minor effect on classroom and school behaviours of Ontario students. One of the major reasons alcohol has a limited impact is because over four-fifths of the students do most of their drinking on week-ends. More than twice as many students have been high in class on drugs other than alcohol as on alcohol.

Legal Drinking Age

The high school students report relatively high levels of illegal procurement of alcoholic beverages from licenced outlets. The major source of alcohol for students 17 years of age or less is parents. The implications of present procurement patterns and the proposed changes in the legal drinking age are discussed in view of the general expectation by teachers that the change will have little effect on student drinking.

Further Research

Four problem areas which have not been extensively researched to date are identified and discussed. The need for a replication of the present survey to provide information on trends in alcohol-related student behaviours is presented. Other areas discussed include the desirability of a pre-post field experiment to determine the effect of the proposed change in the legal drinking age, the general lack of knowledge of board and school drug policies indicated by the teachers and the dearth of research on the accessibility of alcoholic beverages to young people.

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APPENDIX I

THE QUESTIONNAIRES

InfoResults

LIMITED
Information Research Consultants
Suite 204, 2074 Lawrence Avenue West
Weston, Ontario M9N1J1 (416) 244-4203

This survey is being done to study drinking by students and the effects of drinking on their behaviours at school.

Do NOT put your name on the questionnaire.

All information is strictly secret and will not be shown to your teachers or parents. Please answer each question carefully and honestly.

INSTRUCTIONS

- A. You need 3 things: 1) the questionnaire (this booklet)
2) the answer sheet (be sure you use Side 1)
3) a pencil and an eraser
- B. Read the questions carefully
- C. Read all the possible answers under each question. Think carefully about your choice of answer
- D. For every question, mark ONE answer choice
- E. Fill in the box of the answer sheet that contains the letter of your answer.

EXAMPLE:

13. What colour is the sky on a sunny day?

- a The sky is grey on a sunny day
- b The sky is white on a sunny day
- c The sky is blue on a sunny day
- d The sky is pink on a sunny day

Answer sheet:

13. ☐ A ☐ B ☒ C ☐ D

C is filled in because the sky is blue on a sunny day.

- F. Work as quickly as possible and do not discuss the questions with your friends. If you have any questions, ask the person in charge.

1. What grade are you in at school?
 - a Seven
 - b Eight
 - c Nine
 - d Ten
 - e Eleven
 - f Twelve
 - g Thirteen

2. What is your sex?
 - a Male
 - b Female

3. What is your age? (today)
 - a Eleven years or less
 - b Twelve years
 - c Thirteen years
 - d Fourteen years
 - e Fifteen years
 - f Sixteen years
 - g Seventeen years
 - h Eighteen
 - i Nineteen years
 - j Twenty years or older

4. What is your average for ALL subjects this year at school?
 - a 80 - 100 - Outstanding
 - b 67 - 79 - Good
 - c 60 - 66 - Fair
 - d 50 - 59 - Poor
 - e Below 50 - Unsatisfactory

5. How far do you want to go in school?
 - a Quit school as soon as I am allowed to.
 - b Finish Grade 10
 - c Finish Grade 11
 - d Finish Grade 12
 - e Finish Grade 13
 - f I want to go to a Community College
 - g I want to go to a University
 - h I don't know

6. During the past six months, how often have you smoked any TOBACCO (cigarettes, cigars, etc.)?
 - a I do not smoke or I have not smoked during the past six months
 - b I tried a cigarette only one or two times
 - c I had a cigarette less than once a day
 - d I have had 1 to 5 a day
 - e 6 to 10 a day
 - f 11 to 15 a day
 - g 16 to 20 a day
 - h 21 to 25 a day (about 1 package a day)
 - i 26 to 40 a day
 - j Over 40 a day

7. During the past six months, how often have you used TRANQUILIZERS (librium, valium, etc.) for any reason, including if your Doctor or parents told you to? (Aspirins are NOT tranquilizers)
 - a I do not know what tranquilizers are
 - b I have not used any tranquilizers
 - c I have used tranquilizers about once a month or less
 - d About twice a month
 - e About three times a month
 - f About once a week
 - g About 2-5 times a week
 - h Almost every day

8. During the past six months, how often have you used BINDRO?
- a I do not know what bindro is
 - b I have not used any bindro
 - c I have used bindro about once a month or less.
 - d About twice a month
 - e About three times a month
 - f About once a week
 - g About 2-5 times a week
 - h Almost every day
9. During the past six months, how often have you sniffed any SOLVENTS to get 'high', (glue, nail polish remover, paint thinner, gasoline)?
- a I do not know what solvents are
 - b I have not sniffed any solvents to get high.
 - c I have sniffed solvents about once a month or less to get high
 - d About twice a month
 - e About three times a month
 - f About once a week
 - g About 2-5 times a week
 - h Almost every day
10. During the past six months, how often have you used STIMULANTS (uppers, pep pills, speed, other amphetamines, etc.) for any reason, including if your Doctor or parents told you to?
- a I do not know what stimulants are
 - b I have not used any stimulants
 - c I have used stimulants about once a month or less.
 - d About twice a month
 - e About three times a month
 - f About once a week
 - g About 2-5 times a week
 - h Almost every day
11. During the past six months, how often have you used MARIHUANA or HASHISH (grass, pot, hash, hash oil)?
- a I do not know what marihuana or hashish are
 - b I have not used marihuana or hashish
 - c I have used marihuana or hashish about once a month or less.
 - d About twice a month
 - e About three times a month
 - f About once a week
 - g About 2-5 times a week
 - h Almost every day
12. During the past six months, how often have you drunk BEER, WINE or LIQUOR?
- a Not at all
 - b I only had sips and tastes to see what they are like.
 - c I have drunk beer, wine or liquor about once a month or less.
 - d About twice a month
 - e About three times a month
 - f About once a week
 - g About 2-5 times a week
 - h Almost every day
13. During the past six months, how often have you had 5 or more drinks of BEER, WINE or LIQUOR on the same occasion?
- One drink of beer = 12 ounces
One drink of wine = 4 ounces
One drink of liquor = 1 and one-half ounces of whiskey, gin, etc.
- a I do not drink beer, wine or liquor or I have not drunk during past six months.
 - b I have NOT had 5 or more drinks on same occasion in past six months.
 - c I had 5 or more drinks once on the same occasion in past six months.
 - d I had 5 or more drinks twice on the same occasion in past six months.
 - e I had 5 or more drinks three times on the same occasion in past six months.
 - f Four times
 - g Five times
 - h Six times
 - i Seven to ten times
 - j Eleven or more times

14. During the past six months, how often have you drunk BEER (in bottles, cans or draught)?
- a Not at all
 - b I only had sips and tastes to see what beer is like.
 - c I have drunk beer about once a month or less.
 - d About twice a month.
 - e About three times a month.
 - f About once a week
 - g About 2-5 times a week
 - h Almost every day
15. During the past six months, how often have you drunk WINE?
- a Not at all
 - b I only had sips and tastes to see what wine is like or drank it at communion.
 - c I have drunk wine about once a month or less.
 - d About twice a month
 - e About three times a month
 - f About once a week
 - g About 2-5 times a week
 - h Almost every day
16. During the past six months, how often have you drunk WINE with your family at meals?
- a Not at all
 - b I only had sips and tastes of wine with my family at meals.
 - c I have drunk wine with my family at meals about once a month or less.
 - d About twice a month
 - e About three times a month
 - f About once a week
 - g About 2-5 times a week
 - h Almost every day
17. During the past six months, how often have you drunk LIQUOR (whiskey, gin, scotch, rum, vodka, etc.)?
- a Not at all
 - b I only had sips and tastes to see what liquor is like
 - c I have drunk liquor about once a month or less
 - d About twice a month
 - e About three times a month
 - f About once a week
 - g About 2-5 times a week
 - h Almost every day

NOTE: The following questions are based upon the period since SEPTEMBER 1977

18. Since September 1977, how many times have you drunk BEER, WINE or LIQUOR?
- a I have not drunk since Sept. 1977 or I do not drink at all.
 - b I only had sips and tastes of beer, wine or liquor.
 - c I drank about once a month or less since Sept. 1977
 - d I drank about twice a month
 - e I drank about three times a month
 - f I drank about once a week
 - g I drank about 2-5 times a week
 - h I drank almost every day
19. Since September 1977, when during the week did you drink beer, wine or liquor the MOST?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b Mostly on the weekends
 - c Mostly on the weeknights
 - d Mostly on the weekdays
 - e I drink about the same on weekends, weeknights and weekdays.

20. Since September 1977, how many times did you feel tired or sleepy during any of your classes at this school because you drank beer, wine or liquor?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept. 1977, but never felt tired in class because of my drinking.
 - c Once I felt tired in class because of my drinking
 - d Twice I felt tired in class because of my drinking
 - e 3-5 times because of my drinking
 - f 6-10 times because of my drinking
 - g 11 or more times because of my drinking
21. Since September 1977, how many times did you feel tired or sleepy during any of your classes at this school for ANY REASON?
- a Never felt tired or sleepy for any reason
 - b Once I felt tired or sleepy in class
 - c Twice
 - d 3-5 times
 - e 6-10 times
 - f 11 or more times
22. Since September 1977, how many times did you fail a test, exam or project for any of your classes at this school because you drank beer, wine or liquor?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept., but never failed a test, etc., because of my drinking.
 - c Once I failed a test, etc. because of my drinking.
 - d Twice because of my drinking
 - e 3-5 times because of my drinking
 - f 6-10 times because of my drinking
 - g 11 or more times because of my drinking
23. Since September 1977, how many times did you fail a test, exam or project for any of your classes at this school for ANY REASON?
- a Never failed a test, etc. for any reason
 - b Once I failed a test, etc.
 - c Twice
 - d 3-5 times
 - e 6-10 times
 - f 11 or more times
24. Since September 1977, how many times did you cheat on a test, exam or project for any of your classes at this school because you drank beer, wine or liquor?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept., but never cheated on a test, etc. because of my drinking.
 - c Once I cheated on a test, etc. because of my drinking.
 - d Twice because of my drinking
 - e 3-5 times because of my drinking
 - f 6-10 times because of my drinking
 - g 11 or more times because of my drinking
25. Since September 1977, how many times did you cheat on a test, exam or project for any of your classes at this school for ANY REASON?
- a Never cheated on a test, etc. for any reason
 - b Once I cheated on a test, etc.
 - c Twice
 - d 3-5 times
 - e 6-10 times
 - f 11 or more times
26. Since September 1977, how many times did you feel you had trouble concentrating or paying attention during any of your classes because you drank beer, wine or liquor?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept., but never had trouble concentrating in my classes because of my drinking.
 - c Once I had trouble concentrating because of my drinking.
 - d Twice because of my drinking
 - e 3-5 times because of my drinking
 - f 6-10 times because of my drinking
 - g 11 or more times because of my drinking

27. Since September 1977, how many times did you feel you had trouble concentrating or paying attention during any of your classes for ANY REASON?
- a Never had trouble concentrating in my classes for any reason
 - b Once I had trouble concentrating
 - c Twice
 - d 3-5 times
 - e 6-10 times
 - f 11 or more times
28. Since September 1977, how many times have you been late for any of your classes at this school because you drank beer, wine or liquor?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips
 - b I drank since Sept., but never been late for my classes because of my drinking.
 - c Once I was late because of my drinking
 - d Twice because of my drinking
 - e 3-5 times because of my drinking
 - f 6-10 times because of my drinking
 - g 11 or more times because of my drinking
29. Since September 1977, how many times have you been late for any of your classes at this school for ANY REASON?
- a Never been late for my classes for any reason.
 - b Once I was late for my class
 - c Twice
 - d 3-5 times
 - e 6-10 times
 - f 11 or more times
30. Since September 1977, have you been absent from this school for a half or whole day because you drank beer, wine or liquor?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept., but never been absent from school because of my drinking.
 - c Once I was absent because of my drinking.
 - d Twice because of my drinking
 - e 3-5 times because of my drinking
 - f 6-10 times because of my drinking
 - g 11 or more times because of my drinking
31. Since September 1977, have you been absent from this school for a half or whole day for ANY REASON?
- a Never been absent from school for any reason.
 - b Once I was absent from school for a half or a whole day
 - c Twice
 - d 3-5 times
 - e 6-10 times
 - f 11 or more times
32. Since September 1977, how many times have you damaged property at this school on purpose, i.e. broke furniture, windows, because you drank beer, wine or liquor?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips
 - b I drank since Sept., but never damaged property on purpose at school because of my drinking.
 - c Once I damaged school property on purpose because of my drinking.
 - d Twice because of my drinking
 - e 3-5 times because of my drinking
 - f 6-10 times because of my drinking
 - g 11 or more times because of my drinking
33. Since September 1977, how many times have you damaged property at this school on purpose, i.e. broke furniture, windows for ANY REASON?
- a Never damaged school property on purpose for any reason
 - b Once I damaged school property on purpose
 - c Twice
 - d 3-5 times
 - e 6-10 times
 - f 11 or more times

34. Since September 1977, how many times did you steal something worth more than \$5.00 at this school because you drank beer, wine or liquor?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept., but never stole anything at this school because of my drinking.
 - c Once I stole something from school because of my drinking.
 - d Twice because of my drinking
 - e 3-5 times because of my drinking
 - f 6-10 times because of my drinking
 - g 11 or more times because of my drinking
35. Since September 1977, how many times did you steal something worth more than \$5.00 at this school for ANY REASON?
- a Never stole anything at this school for any reason
 - b Once I stole something at this school
 - c Twice
 - d 3-5 times
 - e 6-10 times
 - f 11 or more times
36. Since September 1977, how many times have you been in trouble with any of your teachers, the Principal or Vice-Principals for misbehaving at school because you drank beer, wine or liquor?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept., but never was in trouble with teachers, the Principal or Vice-Principal(s) because of my drinking.
 - c Once I was in trouble with teachers, the Principal or Vice-Principal because of my drinking.
 - d Twice because of my drinking
 - e 3-5 times because of my drinking
 - f 6-10 times because of my drinking
 - g 11 or more times because of my drinking
37. Since September 1977, how many times did you visit the school guidance counsellor (Student Services) to talk about problems as a result of drinking beer, wine or liquor?
- a We do not have a guidance counsellor at this school.
 - b I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - c I drank since Sept. 1977, but never visited guidance counsellor to talk about problems as a result of my drinking.
 - d Once visited the guidance counsellor because of my drinking.
 - e Twice because of my drinking
 - f 3-5 times because of my drinking.
 - g 6-10 times because of my drinking.
 - h 11 or more times because of my drinking.
38. Since September 1977, how many times have you felt 'high' (a feeling of well-being, dizzy, lightheaded, slurred speech) during any of your classes at this school because you drank beer, wine or liquor?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept., but never felt 'high' in any of my classes because of my drinking.
 - c Once I felt 'high' in class because of my drinking.
 - d Twice because of my drinking.
 - e 3-5 times because of my drinking.
 - f 6-10 times because of my drinking
 - g 11 or more times because of my drinking.
39. Since September 1977, how many times did you get DRUNK during any of your classes at this school because you drank beer, wine or liquor (that is, you were unable to do what you wanted to do or became sick)?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept., but have never been drunk in any of my classes.
 - c Once I felt drunk in class at this school.
 - d Twice
 - e 3-5 times
 - f 6-10 times
 - g 11 or more times

40. Since September 1977, how many times have you had a 'hangover' during any of your classes at this school because you drank beer, wine or liquor?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept., but never had a 'hangover' in any classes at school.
 - c Once I had a 'hangover' in class because of my drinking.
 - d Twice because of my drinking
 - e 3-5 times because of my drinking
 - f 6-10 times because of my drinking
 - g 11 or more times because of my drinking
41. Since September 1977, how many times have you felt 'high' during any of your classes at this school because you took DRUGS, other than alcohol?
- a I do not take drugs at all or I have not taken any since September 1977.
 - b I have taken drugs, but have never felt 'high' on drugs in any classes.
 - c Once I felt 'high' in class because I took drugs
 - d Twice because I took drugs
 - e 3-5 times because I took drugs
 - f 6-10 times because I took drugs
 - g 11 or more times because I took drugs
42. Since September 1977, how often have students who had been drinking beer, wine or liquor disturbed or caused interruptions in any of your classes?
- a There have not been any class disturbances by students who had been drinking.
 - b Once there was a disturbance
 - c Twice
 - d 3-5 times
 - e 6-10 times
 - f 11 or more times
43. Since September 1977, has your drinking caused you to spend MORE or LESS time on your homework, essays, projects or studying?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b My drinking caused me to spend MORE time on my homework, etc.
 - c My drinking caused me to spend LESS time on my homework, etc.
 - d My drinking has not changed the amount of time I spend on my homework, etc.
44. Since September 1977, has your drinking affected how well you are doing at school, such as how good your marks are, etc.?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b My drinking has not affected my school work, marks, etc.
 - c My drinking has affected my school work for the BETTER
 - d My drinking has affected my school work for the WORSE
45. Since September 1977, has your drinking affected your participation in school activities, such as sports, drama, etc?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b My drinking has not affected my participation in school activities.
 - c My drinking has increased my participation in school activities.
 - d My drinking has decreased my participation in school activities.
46. Since September 1977, did you drink beer, wine or liquor before or during a dance or party at this school?
- a I did not drink before or during a school dance or I do not drink at all or I only take sips.
 - b I drank before or during a school dance.
47. Since September 1977, did you have problems with any school staff because you drank beer, wine or liquor either before or during a school dance?
- a I did not drink before or during dance or I do not drink at all or I only take sips.
 - b I drank before or during a school dance, but did not have any trouble with school staff.
 - c I drank before or during a school dance and had trouble with school staff.

48. Since September 1977, did you drink beer, wine or liquor at a school sports event at your school?
- a I did not drink at school sports event or I do not drink at all or I only take sips.
 - b I drank at a sports event at this school.
49. Since September 1977, did you have problems with any school staff because you drank beer, wine or liquor at a school sports event at your school?
- a I did not drink at school sports event or I do not drink at all or I only take sips.
 - b I drank at a school sports event, but did not have trouble with school staff.
 - c I drank at a school sports event and did have trouble with school staff.
50. Since September 1977, how many times did you attend classes at this school after drinking beer, wine or liquor during the school day, including lunch time?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept. 1977, but never during school day and attended classes.
 - c Once I drank during the school day and attended classes.
 - d Twice
 - e 3-5 times
 - f 6-10 times
 - g 11 or more times
51. Since September 1977, how many times did you drink beer, wine or liquor at restaurants, pubs or taverns?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept. 1977, but never at restaurants, pubs or taverns.
 - c Once I drank at restaurants, etc.
 - d Twice
 - e 3-5 times
 - f 6-10 times
 - g 11 or more times
52. Since September 1977, how many times did you drink beer, wine or liquor ALONE?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept. 1977, but never alone.
 - c Once I drank alone.
 - d Twice
 - e 3-5 times
 - f 6-10 times
 - g 11 or more times
53. Since September 1977, how many times did you drink beer, wine or liquor WITH BROTHERS and/or SISTERS?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept. 1977, but never with brothers and/or sisters.
 - c Once I drank with brothers and/or sisters.
 - d Twice
 - e 3-5 times
 - f 6-10 times
 - g 11 or more times
54. Since September 1977, how many times did you drink beer, wine or liquor WITH YOUR PARENTS?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept. 1977, but never with my parents.
 - c Once I drank with my parents.
 - d Twice
 - e 3-5 times
 - f 6-10 times
 - g 11 or more times

55. Since September 1977, how many times did you drink beer, wine or liquor WITH FRIENDS at your home or their home, including parties?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept. 1977, but never with friends at my or their home.
 - c Once I drank with friends at my or their home.
 - d Twice
 - e 3-5 times
 - f 6-10 times
 - g 11 or more times
56. Since September 1977, how many times did you drink beer, wine or liquor ALONE or WITH FRIENDS in this building or school yard during school hours?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept. 1977, but never alone or with friends in this school building or yard.
 - c Once I drank alone or with friends in this school building or yard.
 - d Twice
 - e 3-5 times
 - f 6-10 times
 - g 11 or more times
57. Since September 1977, how many times did you drink beer, wine or liquor WITH TEACHERS from this school?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept. 1977, but never drank with teachers from this school.
 - c Once I drank with teachers from this school.
 - d Twice
 - e 3-5 times
 - f 6-10 times
 - g 11 or more times
58. How concerned are your parents about your drinking of beer, wine or liquor?
- a I do not drink at all or I only take sips.
 - b They do not know I drink beer, wine or liquor.
 - c They are not concerned about my drinking.
 - d They are slightly concerned about my drinking.
 - e They are very concerned about my drinking.
 - f I don't know if my parents are aware of my drinking.
 - g I don't know how they feel about my drinking.
59. Do you drink beer, wine or liquor because it helps you to relax?
- a I do not drink at all or I only take sips.
 - b I drink, but not because it helps me to relax.
 - c I drink because it helps me to relax.
60. Do you drink beer, wine or liquor because most of your friends do?
- a I do not drink at all or I only take sips.
 - b I drink, but not because most of my friends do.
 - c I drink because most of my friends do.
61. Do you drink beer, wine or liquor because you enjoy the taste?
- a I do not drink at all or I only take sips.
 - b I drink, but not because I enjoy the taste.
 - c I drink because I enjoy the taste.
62. Do you drink beer, wine or liquor to help cheer you up or to feel better?
- a I do not drink at all or I only take sips.
 - b I drink, but not because it helps cheer me up or to feel better.
 - c I drink because it helps to cheer my up or to feel better.
63. Do you drink beer, wine or liquor to get along better with members of the opposite sex?
- a I do not drink at all or I only take sips.
 - b I drink, but not to get along better with members of the opposite sex.
 - c I drink to get along better with members of the opposite sex.

64. Do you drink beer, wine or liquor because you worry or get nervous about your school work, exams, tests, projects, etc.?
- a I do not drink at all or I only take sips.
 - b I drink, but not because I worry or get nervous about my school work, etc.
 - c I drink because I worry or get nervous about my school work, etc.
65. Do you drink beer, wine or liquor because of family problems?
- a I do not drink at all or I only take sips.
 - b I drink, but not because of family problems.
 - c I drink because of family problems.
66. Which ONE of the following reasons for drinking beer, wine or liquor best describes why you drink? Choose only one.
- a I do not drink at all or I only take sips.
 - b Helps me to relax.
 - c Most of my friends drink.
 - d I enjoy the taste.
 - e Helps to cheer me up or feel better.
 - f To get along with members of the opposite sex.
 - g Because I worry about my school work.
 - h Because of family problems.
 - i I really don't know why I drink
 - j None of the above describes why I drink
67. From which of the following sources do you MOST often get beer, wine or liquor? Choose only one.
- a I do not drink at all or I do not get alcohol.
 - b I buy it myself at liquor or beer outlet.
 - c I buy it myself at a restaurant, tavern or pub.
 - d I get my older friends or brothers/sisters to buy it for me.
 - e I get it from my parents or other relatives.
 - f I steal it from my home.
 - g I get it from my friends' home.
 - h None of the above.

STUDENTS IN GRADES 7 AND 8, YOU ARE FINISHED.

STUDENTS IN GRADES 9, 10, 11, 12 and 13, CONTINUE WITH QUESTION 68

68. Since September 1977, how many times did YOU buy BEER from a Brewer's Retail store?
- a I did not buy beer
 - b Once I bought beer from a store
 - c Twice
 - d 3-5 times
 - e 6-10 times
 - f 11 or more times
69. Since September 1977, how many times did YOU buy LIQUOR or WINE from the Liquor Control Board or a wine store?
- a I did not buy liquor or wine
 - b Once I bought liquor or wine from a store
 - c Twice
 - d 3-5 times
 - e 6-10 times
 - f 11 or more times
70. Since September 1977, how many times did you bring beer, wine or liquor to this school?
- a I never brought beer, wine or liquor to this school.
 - b Once I brought beer, wine or liquor to this school.
 - c Twice
 - d 3-5 times
 - e 6-10 times
 - f 11 or more times

71. Since September 1977, how many times have you been more at ease during any of your classes at this school because you drank beer, wine or liquor?
- a I have not drunk since Sept. 1977 or I do not drink at all or I only take sips.
 - b I drank since Sept., but have not been more at ease in class because of it.
 - c Once I was more at ease in class because of my drinking.
 - d Twice because of my drinking
 - e 3-5 times because of my drinking
 - f 6-10 times because of my drinking
 - g 11 or more times because of my drinking
72. What age do you think the legal age for the purchase and consumption of alcoholic beverages SHOULD BE in Ontario?
- a 16 years
 - b 17 years
 - c 18 years
 - d 19 years
 - e 20 years
 - f 21 years or older
 - g There should be no legal age requirement
 - h I don't know
73. Did the amount of drinking or the number of times you drank beer, wine or liquor increase, decrease or stay the same when you became 18 years old?
- a Does not apply because I am not 18 years old.
 - b I am 18 years old, but I do not drink or I only take sips.
 - c I first started drinking when I turned 18 years old.
 - d Increased drinking when I became 18 years old.
 - e Decreased drinking when I became 18 years old.
 - f No change in drinking habits when I became 18 years old.
74. Do you feel you have a drinking problem?
- a Does not apply because I do not drink or I only take sips.
 - b No, I drink, but I do not feel I have a drinking problem.
 - c Yes, I drink and feel I have a drinking problem.
75. Have you ever 'dropped-out' of school because you were bored, etc.?
- a Yes
 - b No
76. Have you ever thought about 'dropping-out' of school because you were bored, etc.?
- a Yes
 - b No
77. Is there a pub, tavern or restaurant where one can buy alcoholic beverages within a 5 minute WALK from this school?
- a Yes
 - b No
 - c I don't know
78. Is there a pub, tavern or restaurant where one can buy alcoholic beverages within a 5-10 minute CAR RIDE from this school?
- a Yes
 - b No
 - c I don't know

InfoResults

LIMITED
Information Research Consultants
Suite 204, 2074 Lawrence Avenue West
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Study of Student Drinking Problems

This survey is being conducted to study drinking by students and the effects of drinking on their behaviour at school. Your answers will be anonymous and strictly confidential. Do not sign your name on the questionnaire.

Instructions

1. Answer the questionnaire by yourself. Please do not use records or ask other people for information or comments.
2. Read the questions carefully.
3. Read the answer choices and select the one which is most appropriate for you by circling the number beside the answer choice.
4. Please complete during this class period and return to the researcher.

Office Use	
1 - 3	_____
4	1
5 - 7	_____ S
8	1 2 3 4 P S Fp Fs
9 - 10	1 2 3 4 5 6 7 8 9 Typ
11 - 12	_____ BD
13	1 2 3 4 5 6 7 8 9 Rg
14	1 2 3 4 5 6 7 8 9 Gd
15	1 2 3 Cl
16	1 2 3 4 5 Dy
17	1 2 3 4 5 6 7 8 9 Int

1. What is your sex?

- 18 1 Male
2 Female

2. How many years have you been teaching?

- 19 1 One to two years
2 Three to five years
3 Six to ten years
4 Eleven or more years

3. How many years have you been teaching at this school, regardless of the grades or subjects taught?

- 20 1 One to two years
2 Three to five years
3 Six to ten years
4 Eleven or more years

4. What subject(s) are you teaching this year?

21-22 _____
23-24 _____

5. What grade level(s) are you teaching this year?

- | | Yes | No | |
|----|-----|----|----------|
| 25 | 1 | 2 | Grade 7 |
| 26 | 1 | 2 | Grade 8 |
| 27 | 1 | 2 | Grade 9 |
| 28 | 1 | 2 | Grade 10 |
| 29 | 1 | 2 | Grade 11 |
| 30 | 1 | 2 | Grade 12 |
| 31 | 1 | 2 | Grade 13 |

6. What subject(s) do you teach THIS CLASS (the students being interviewed)?

32-33 _____

7. What grade level is THIS CLASS?

- 34 1 Grade 7
2 Grade 8
3 Grade 9
4 Grade 10
5 Grade 11
6 Grade 12
7 Grade 13

8. How many students are enrolled in THIS CLASS?

35-36 _____

9. Since September 1977, what percentage of students who go to THIS SCHOOL do you believe have drunk beer, wine or liquor about once a week or more often?

- | | | | |
|----|---|-----------------|-----------|
| | 1 | Almost everyone | 81 - 100% |
| | 2 | Most | 61 - 80% |
| | 3 | About half | 41 - 60% |
| 37 | 4 | Some | 21 - 40% |
| | 5 | Few | 11 - 20% |
| | 6 | Very few | 1 - 10% |
| | 7 | None | |
| | 8 | I don't know | |

10. What percentage of students who go to THIS SCHOOL do you believe have been having problems at school (marks, motivation, etc.) since September 1977 because they drink beer, wine or liquor about once a week or more often?

- | | | |
|-------|----|--|
| | 01 | 50 - 100% |
| | 02 | 26 - 49% |
| | 03 | 21 - 25% |
| 38-39 | 04 | 16 - 20% |
| | 05 | 11 - 15% |
| | 06 | 6 - 10% |
| | 07 | 1 - 5% |
| | 08 | None are having problems at school because of drinking <u>once a week or more often.</u> |
| | 09 | I don't know |
| | 10 | None of the students at this school drink <u>once a week or more often</u> |

11. In your opinion, which reasons best describe why the students at this school drink beer, wine or liquor once a week or more often? Indicate the 3 most important.

- 40 1 Helps them to relax
41 2 They enjoy the taste
42 3 Most of their friends drink / to be part of the crowd
4 To cheer them up
5 They drink with their family at meals
6 They are worried about their school work
7 Family and/or personal problems
8 I don't know or other reasons
9 None of the students at this school drink once a week or more often

12. Since September 1977, what percentage of students in THIS CLASS do you believe have drunk beer, wine or liquor about once a week or more often?

- 43 1 Almost everyone 81 - 100%
2 Most 61 - 80%
3 About half 41 - 60%
4 Some 21 - 40%
5 Few 11 - 20%
6 Very few 1 - 10%
7 None
8 I don't know

13. In your opinion, which drug is the MOST widely used by students who go to this school? Circle only ONE answer.

- 44-45 01 Beer
02 Wine
03 Liquor
04 Marihuana/Hashish
05 Solvents (glue, paint thinner, etc.)
06 Tranquilizers (librium, valium, etc.)
07 Barbiturates (sleeping pills, etc.)
08 Stimulants (pep pills, speed, etc.)
09 Hallucinogens (L.S.D., etc.)
10 Heroin
11 Cocaine
12 I don't know

14. In your opinion, which of the following causes the most problems among the students at this school? Write '1' beside the one which causes the most problems and a '3' beside the one which causes the least problems.

- ___ 46 ___ the use of alcohol (beer, wine or liquor)
___ 47 ___ the use of drugs, other than alcohol
___ 48 ___ family situation

15. As a teacher do you feel you can recognize signs indicating a student has been drinking alcoholic beverages before attending your class?

- 49 1 Yes, I feel I can recognize signs
2 No, I don't think I can recognize signs

16. Are you aware of any students who drank alcoholic beverages before attending any of your classes during this school year?

- 50 1 Yes, I am aware of students
2 No, I am not aware of any students (Skip to question 18)

17. For each time that you were aware of students who drank before attending your classes during this school year, please describe the grade and number of students involved, what happened in terms of the effect on the rest of the class, your lesson plan, etc., and what disciplinary action, if any, you took?

Event : Grade. Number of Students Month

- ___ 51
___ 52
___ 53-54
What happened? _____
___ 55-56
Disciplinary action? _____
___ 57-58

6

Event 2:	Grade	Number of Students	Month
59			
60			
61-62			
63-64			
65-66			

What happened? _____

Disciplinary action? _____

Event 3:	Grade	Number of Students	Month
67			
68			
69-70			
71-72			
73-74			

What happened? _____

Disciplinary action? _____

18. IF you believed a student or students had been drinking beer, wine or liquor prior to attending one of your classes, how WOULD you react?

75 _____

76 _____

77 _____

78 _____

Card 2 1-3 4 ② _____

19. IF you believed a student or students had been drinking beer, wine or liquor before or during a dance at this school, how WOULD you react?

5 _____

6 _____

7 _____

8 _____

20. IF you believed a student or students had been drinking beer, wine or liquor at a sports event at this school, how WOULD you react?

9 _____

10 _____

11 _____

12 _____

21. Have you chaperoned any school dances during this school year? (since September)

- 13 1 Yes
 2 No

22. During this school year, have you been aware of students who drank beer, wine or liquor before or at a school dance at this school?

- 14 1 Yes
 2 No (Skip to Question 25)

23. During this school year, have you been aware of any problems created because a student or students drank beer, wine or liquor before or at a school dance at this school?

- 15 1 Yes
 2 No (Skip to Question 25)

24. Please describe the problems created by students who drank before or at a school dance. If more than one event, please indicate.

____ 16 _____
____ 17 _____
____ 18 _____
____ 19 _____

25. During this school year, have you been aware of students who drank beer, wine or liquor at school sports events?

- 20 1 Yes
 2 No (Skip to Question 28)

26. During this school year, have you been aware of any problems created because a student or students drank beer, wine or liquor at school sports events?

- 21 1 Yes
 2 No (Skip to question 28)

27. Please describe the problems created by students who drank at school sports events. If more than one event, please indicate.

____ 22 _____
____ 23 _____
____ 24 _____
____ 25 _____

28. During this school year, have you been aware of students who drank beer, wine or liquor during a school field trip?

- 26 1 Yes
 2 No (Skip to Question 31)

29. During this school year, have you been aware of any problems created because a student or students drank beer, wine or liquor during a school field trip?

- 27 1 Yes
 2 No (Skip to question 31)

30. Please describe the problems created by students who drank during a school field trip. If more than one event, please indicate.

____ 28 _____
____ 29 _____
____ 30 _____
____ 31 _____

31. What effect has the drinking of alcoholic beverages by the students who go to this school had on their participation in extra-curricular activities at school?

- 32 1 Not applicable because none of the students at this school drink.
 2 No effect
 3 Increased participation
 4 Decreased participation
 5 I don't know

PLEASE SPEAK WITH RESEARCHER BEFORE CONTINUING

32. Since September 1977, have you observed students in any of your classes do the following things because they drank beer, wine or liquor?

Instructions

- 1) Circle 1 if No or circle 2 if Yes
- 2) If Yes, indicate the number of students involved. If No, leave blank.
- 3) Please estimate the total number of student occurrences which happened.
The total number of student occurrences is the sum of the number of times each student involved was observed. For example, if Student A did it twice and Student B did it 3 times, the total number of occurrences is 5.

	No	Yes	Number of Students	Number of Student Occurrences
Look tired or sleepy	1	2	33	34-35
Absent from class	1	2	38	39-40
Lose interest in academic work	1	2	43	44-45
Act restless, nervous or uptight	1	2	48	49-50
Receive lower marks than usual	1	2	53	54-55
Did not complete homework, essays or assignments	1	2	58	59-60
Fail a test, exam or assignment	1	2	63	64-65
Cheat on a test, exam or assignment	1	2	68	69-70
Skip a class after drinking or to go out drinking	1	2	73	74-75
Card 3 1-3 4 3 Come to class late	1	2	5	6-7
Did not concentrate or pay attention	1	2	10	11-12
Lose interest in extra-curricular activities	1	2	15	16-17
Have slurred speech	1	2	20	21-22
Look as if had a hangover	1	2	25	26-27
Was 'high' on alcohol	1	2	30	31-32
Make noise or disturb rest of students	1	2	35	36-37
Talk about their drinking experiences	1	2	40	41-42

33. Since September 1977, have you done the following things to a student or students in any of your classes because they drank beer, wine or liquor?

	No	Yes	Number of Students	Number of Student Occurrences
Disciplined a disruptive student	1	2	45	46-47
Gave a student a detention	1	2	50	51-52
Sent a student out of class or to principal or vice-principal	1	2	55	56-57
Referred a student to a guidance counsellor for misbehaving	1	2	60	61-62

34. Since September 1977, have you been aware of students at THIS SCHOOL doing any of the following things because they drank beer, wine or liquor? Include events which you have observed or were informed of by other teachers, vice-principal(s) or the principal.

	No	Yes	Number of Students		Number of Student Occurrences	
Being drunk	1	2	65	66-67	68-69	
Damaging school property on purpose	1	2	70	71-72	73-74	
Deliberately writing on school walls, books or desks	1	2	75	76-77	78-79	
Qnd 4 1-3 Getting into a physical fight with 4 ④ other students at school	1	2	5	6-7	8-9	
Stealing something worth more than \$5	1	2	10	11-12	13-14	
Having trouble with the principal or vice-principal(s) or any teachers	1	2	15	16-17	18-19	
Being suspended from school	1	2	20	21-22	23-24	
Receiving treatment (A.A., medical or psychological, etc.)	1	2	25	26-27	28-29	
Having trouble with the police	1	2	30	31-32	33-34	

35. Since September 1977, have you been aware of students at THIS SCHOOL doing any of the following things FOR ANY REASON? Include events which you have observed or were informed of by other teachers, vice-principal(s) or the principal.

	No	Yes	Number of Students		Number of Student Occurrences	
Damaging school property on purpose	1	2	35	36-37	38-39	
Deliberately writing on school walls, books or desks	1	2	40	41-42	43-44	
Stealing something worth more than \$5.00	1	2	45	46-47	48-49	
Being suspended from school	1	2	50	51-52	53-54	
Having trouble with the police	1	2	55	56-57	58-59	
Was 'high' on drugs other than alcohol	1	2	60	61-62	63-64	

36. Since September 1977, have you gone to a local pub or tavern to drink with any of your students AFTER school hours?

65 1 Yes
2 No

37. Since September 1977, have you gone to a local pub or tavern to drink with any of your students DURING spares or noon time?

66 1 Yes
2 No

38. Alcohol is a good thing to loosen the atmosphere at a party.

67 1 Strongly agree
2 Agree
3 Neither agree nor disagree
4 Disagree
5 Strongly disagree

39. There is nothing wrong with drinking alcohol.

68 1 Strongly agree
2 Agree
3 Neither agree nor disagree
4 Disagree
5 Strongly disagree

40. The dangers of alcohol outweigh the pleasures of drinking.

- 69 1 Strongly agree
 2 Agree
 3 Neither agree nor disagree
 4 Disagree
 5 Strongly disagree

41. Too much fuss is made about alcohol use.

- 70 1 Strongly agree
 2 Agree
 3 Neither agree nor disagree
 4 Disagree
 5 Strongly disagree

42. The government should put tighter control on the sale of alcohol.

- 71 1 Strongly agree
 2 Agree
 3 Neither agree nor disagree
 4 Disagree
 5 Strongly disagree

43. Drinking alcohol is a waste of money.

- 72 1 Strongly agree
 2 Agree
 3 Neither agree nor disagree
 4 Disagree
 5 Strongly disagree

44. What should the legal age for the purchase and consumption of alcoholic beverages be in Ontario?

- 73 1 16 years
 2 17 years
 3 18 years
 4 19 years
 5 20 years
 6 21 years
 7 There should be no legal age requirements
 8 I don't know

45. Do you believe people under 25 years should be required to have an identification card to purchase beer, wine or liquor in Ontario?

- 74 1 Yes
 2 No
 3 I don't know

46. Does your school Board have a policy about student drinking?

- 75 1 Yes, written policy
 2 Yes, verbal policy
 3 No
 4 Don't know } Skip to Question 49

47. If yes, please describe the policy.

_____ 76-77 _____

48. Is the Board policy enforced by your school staff?

- 78 1 Yes, it is enforced.
 2 No, it is not enforced.
 3 I don't know if it is enforced.

49. Does your school have a policy about student drinking?

- 79 1 Yes, written
 2 Yes, verbal
 3 No
 4 Don't know } Skip to Question 52

50. If yes, please describe.

Qud 5 1-3
4 ⑤ _____
_____ 6 _____
_____ 7 _____
_____ 8 _____

51. Is the school policy enforced by your staff?

- 9 1 Yes, it is enforced.
 2 No, it is not enforced.
 3 I don't know if it is enforced.

52. How would you describe the disciplinary procedures used by the administration and the teachers with respect to the students' behaviour in general at this school?

- 10 1 Very strict
 2 Slightly strict
 3 Neither strict nor lenient
 4 Slightly lenient
 5 Very lenient

53. In 1971, the legal drinking age in Ontario was lowered from 21 to 18 years of age. To what extent do you approve or disapprove of this change?

- 11 1 Approve strongly
 2 Approve slightly
 3 Neither approve nor disapprove
 4 Disapprove slightly
 5 Disapprove strongly

54. If the legal drinking age in Ontario is raised to 19 years, what effect, if any, will it have on the drinking by students who go to this school?

_____ 12-13 _____

55. Is there a pub, tavern or restaurant where one can buy alcoholic beverages within a 5 minute WALK from this school?

- 14 1 Yes
 2 No
 3 I don't know

56. Is there a pub, tavern or restaurant where one can buy alcoholic beverages within a 5 - 10 minute CAR RIDE from this school?

- 15 1 Yes
 2 No
 3 I don't know

57. If you taught at this school last year (1976-1977) were you aware of any problems created because a student or students drank beer, wine or liquor ?

- 16 1 Yes, there were problems in 1976-1977
2 No, not aware of any problems
3 Did not teach at this school last year

Skip to 60

58. Please describe the type of problems created by students who drank beer, wine or liquor during the 1976-1977 school year?

17 _____
18 _____
19 _____
20 _____

59. Do you feel alcohol use is creating more problems among students this year at school than last year?

- 21 1 Yes
2 No
3 I don't know

60. Do you have any comments on the use of alcohol by students and the type of problems, if any, which drinking creates in your school this year?

22 _____
23 _____
24 _____
25 _____

Thank-you very much

26 27 28 29 30 31 32 33 34 35 36 37 38

InfoResults

LIMITED
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Le présent sondage est effectué afin d'étudier la question de consommation d'alcool chez les élèves et les effets de cette consommation sur leur comportement à l'école

NE PAS écrire votre nom sur le questionnaire.

Tous les renseignements sont strictement secrets et ne seront pas montrés à vos maîtres ou à vos parents. Veuillez répondre soigneusement et honnêtement à chaque question.

INSTRUCTIONS

- A. Vous avez besoin de 3 choses: 1) le questionnaire (ce cahier)
 - 2) la feuille de réponse (soyez sûr d'utiliser le côté 1)
 - 3) un crayon et une gomme à effacer
- B. Lisez les questions attentivement
- C. Lisez toutes les réponses possibles pour chaque question. Réfléchissez soigneusement sur la réponse que vous allez choisir.
- D. Pour chaque question, il faut ne marquer qu'UNE réponse
- E. Veuillez remplir la case sur la feuille de réponse qui contient la lettre de votre réponse.

EXEMPLE:

15. De quelle couleur est le ciel lorsqu'il fait beau?

- a Le ciel est gris lorsqu'il fait beau
- b Le ciel est blanc lorsqu'il fait beau
- c Le ciel est bleu lorsqu'il fait beau
- d Le ciel est rose lorsqu'il fait beau

Feuille de réponse:

15. ☐ A ☐ B ☒ C ☐ D

On remplit C puisque le ciel est bleu lorsqu'il fait beau.

- F. Travaillez le plus vite possible et ne discutez pas des questions avec vos amis. Si vous avez des questions, posez les à la personne responsable.

1. En quelle année êtes-vous à l'école?
 - a Septième
 - b Huitième
 - c Neuvième
 - d Dixième
 - e Onzième
 - f Douzième
 - g Treizième
2. Quel est votre sexe?
 - a Masculin
 - b Féminin
3. Quel âge avez-vous? (aujourd'hui)
 - a Onze ans ou moins
 - b Douze ans
 - c Treize ans
 - d Quatorze ans
 - e Quinze ans
 - f Seize ans
 - g Dix-sept ans
 - h Dix-huit ans
 - i Dix-neuf ans
 - j Vingt ans et plus
4. Quelle est votre moyenne de TOUTES les matières cette année à l'école?
 - a 80 - 100 - Excellent
 - b 67 - 79 - Bien
 - c 60 - 66 - Passable
 - d 50 - 59 - Faible
 - e Moins de 50 - Insatisfaisant
5. Jusqu'où voulez-vous vous rendre à l'école?
 - a Laisser l'école dès qu'il ne sera permis de le faire
 - b Finir la 10ème année
 - c Finir la 11ème année
 - d Finir la 12ème année
 - e Finir la 13ème année
 - f Je veux aller dans un Collège communautaire (Community College)
 - g Je veux aller à l'université
 - h Je ne sais pas
6. Durant les six derniers mois, combien de fois avez-vous fumé du TABAC (cigarettes, cigares, etc.)?
 - a Je ne fume pas ou je n'ai pas fumé durant les six derniers mois
 - b J'ai essayé une cigarette seulement une fois ou deux
 - c J'ai fumé une cigarette moins d'une fois par jour
 - d J'en ai fumé de 1 à 5 par jour
 - e 6 à 10 par jour
 - f 11 à 15 par jour
 - g 16 à 20 par jour
 - h 21 à 25 par jour (à peu près 1 paquet par jour)
 - i 26 à 40 par jour
 - j Plus de 40 par jour
7. Durant les six derniers mois, combien de fois avez-vous pris des TRANQUILLISANTS (librium, valium, etc.) pour n'importe quelle raison, y compris si votre médecin ou vos parents vous ont dit de les prendre? (Les aspirines NE SONT PAS des tranquillisants)
 - a Je ne sais pas ce que c'est que des tranquillisants
 - b Je n'ai pas pris de tranquillisants
 - c J'ai pris des tranquillisants à peu près une fois par mois ou moins
 - d A peu près deux fois par mois
 - e A peu près trois fois par mois
 - f A peu près une fois par semaine
 - g A peu près 2-5 fois par semaine
 - h Presque tous les jours

8. Durant les six derniers mois, combien de fois avez-vous pris du BINDRO?
- Je ne sais pas ce que c'est que du bindro
 - Je n'ai pas pris de bindro
 - J'ai pris du bindro à peu près une fois par mois ou moins
 - A peu près deux fois par mois
 - A peu près trois fois par mois
 - A peu près une fois par semaine
 - A peu près 2-5 fois par semaine
 - Presque tous les jours
9. Durant les six derniers mois, combien de fois avez-vous respirer des SOLVANTS afin de devenir "excité" (high), (colle, produit pour ôter le vernis à ongles, produit pour diluer la peinture, gasoline)?
- Je ne sais pas ce que c'est que des solvants
 - Je n'ai pas respiré de solvants afin de devenir excité
 - J'ai respiré des solvants à peu près une fois par mois ou moins afin de devenir excité
 - A peu près deux fois par mois
 - A peu près trois fois par mois
 - A peu près une fois par semaine
 - A peu près 2-5 fois par semaine
 - Presque tous les jours
10. Durant les six derniers mois, combien de fois avez-vous pris des STIMULANTS (uppers, pep pills, speed, autres amphétamines, etc.) pour n'importe quelle raison, y compris si votre médecin ou vos parents vous ont dit de les prendre?
- Je ne sais pas ce que c'est que des stimulants
 - Je n'ai pas pris de stimulants
 - J'ai pris des stimulants à peu près une fois par mois ou moins
 - A peu près deux fois par mois
 - A peu près trois fois par mois
 - A peu près une fois par semaine
 - A peu près 2-5 fois par semaine
 - Presque tous les jours
11. Durant les six derniers mois, combien de fois avez-vous pris de la MARIHUANA ou du HASCHISCH (grass, pot, hash, hash oil)?
- Je ne sais pas ce que c'est que de la marihuana ou du haschisch
 - Je n'ai pas pris de marihuana ou de haschisch
 - J'ai pris de la marihuana ou du haschisch à peu près une fois par mois ou moins
 - A peu près deux fois par mois
 - A peu près trois fois par mois
 - A peu près une fois par semaine
 - A peu près 2-5 fois par semaine
 - Presque tous les jours
12. Durant les six derniers mois, combien de fois avez-vous bu de la BIERE, du VIN ou des BOISSONS FORTES?
- Fas du tout
 - Je n'en ai pris que de petites gorgées et n'y ai goûté que pour voir ce que c'était
 - J'ai bu de la bière, du vin ou des boissons fortes à peu près une fois par mois ou moins
 - A peu près deux fois par mois
 - A peu près trois fois par mois
 - A peu près une fois par semaine
 - A peu près 2-5 fois par semaine
 - Presque tous les jours
13. Durant les six derniers mois, combien de fois avez-vous pris 5 verres et plus de BIERE, de VIN ou de BOISSON FORTE à la même occasion?
- | | | |
|---------------------------|---|---------------------------------------|
| Un verre de bière | = | 12 onces |
| Un verre de vin | = | 4 onces |
| Un verre de boisson forte | = | 1 once et demie de whiskey, gin, etc. |
- Je ne bois pas de bière, de vin ou de boisson forte ou je n'ai pas bu durant les six derniers mois.
 - Je n'ai PAS bu 5 verres et plus à la même occasion durant les six derniers mois.
 - J'ai bu 5 verres et plus une fois à la même occasion durant les six derniers mois.
 - J'ai bu 5 verres et plus deux fois à la même occasion durant les six derniers mois.
 - J'ai bu 5 verres et plus trois fois à la même occasion durant les six derniers mois
 - quatre fois
 - Cinq fois
 - Six fois
 - Sept à dix fois
 - Onze fois et plus

14. Durant les six derniers mois, combien de fois avez-vous bu de la BIERE (en bouteilles, en canettes de métal ou en verres)?
- a Pas du tout
 - b Je n'en ai pris que de petites gorgées et n'y ai goûté que pour voir ce que c'était
 - c J'ai bu de la bière à peu près une fois par mois ou moins
 - d A peu près deux fois par mois
 - e A peu près trois fois par mois
 - f A peu près une fois par semaine
 - g A peu près 2-5 fois par semaine
 - h Presque tous les jours
15. Durant les six derniers mois, combien de fois avez-vous bu du vin?
- a Pas du tout
 - b Je n'en ai bu que de petites gorgées et n'y ai goûté que pour voir ce que c'était ou j'en ai bu à la communion
 - c J'ai bu du vin à peu près une fois par mois ou moins
 - d A peu près deux fois par mois
 - e A peu près trois fois par mois
 - f A peu près une fois par semaine
 - g A peu près 2-5 fois par semaine
 - h Presque tous les jours
16. Durant les six derniers mois, combien de fois avez-vous bu du VIN avec votre famille au cours des repas?
- a Pas du tout
 - b Je n'en ai bu que de petites gorgées et n'y ai goûté qu'avec ma famille aux repas
 - c J'ai bu du vin avec ma famille aux repas à peu près une fois par mois ou moins
 - d A peu près deux fois par mois
 - e A peu près trois fois par mois
 - f A peu près une fois par semaine
 - g A peu près 2-5 fois par semaine
 - h Presque tous les jours
17. Durant les six derniers mois, combien de fois avez-vous bu des BOISSONS FORTES (whiskey, gin, scotch, rhum, vodka, etc.)?
- a Pas du tout
 - b Je n'en ai bu que de petites gorgées et n'y ai goûté que pour voir ce que c'était
 - c J'ai bu des boissons fortes à peu près une fois par mois ou moins
 - d A peu près deux fois par mois
 - e A peu près trois fois par mois
 - f A peu près une fois par semaine
 - g A peu près 2-5 fois par semaine
 - h Presque tous les jours

NOTE: les questions suivantes sont basées sur la période depuis SEPTEMBRE 1977

18. Depuis septembre 1977, combien de fois avez-vous bu de la bière, du vin ou des boissons fortes?
- a Je n'ai pas bu depuis septembre 1977 ou je ne bois pas du tout
 - b Je n'ai pris que des petites gorgées et je n'ai que goûté à la bière, au vin et aux boissons fortes
 - c J'ai bu à peu près une fois par mois ou moins depuis sept. 1977
 - d J'ai bu à peu près deux fois par mois
 - e J'ai bu à peu près trois fois par mois
 - f J'ai bu à peu près une fois par semaine
 - g J'ai bu à peu près 2-5 fois par semaine
 - h J'ai bu presque tous les jours
19. Depuis septembre 1977, à quel moment au cours de la semaine avez-vous le PLUS bu de bière, de vin ou de boissons fortes?
- a Je n'ai pas bu depuis septembre 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b La plupart du temps en fin de semaine
 - c La plupart du temps durant les soirs de semaine
 - d La plupart du temps durant les jours de semaine
 - e Je bois de façon à peu près égale durant les fins de semaine, les soirs de semaine et les jours de semaine

20. Depuis septembre 1977, combien de fois vous êtes-vous senti fatigué ou endormi au cours de n'importe laquelle de vos classes à cette école parce que vous aviez bu de la bière, du vin ou des boissons fortes?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. 1977 mais je ne me suis jamais senti fatigué en classe parce que j'avais bu
 - c Je me suis une fois senti fatigué en classe parce que j'avais bu
 - d Je me suis deux fois senti fatigué en classe parce que j'avais bu
 - e 3 - 5 fois parce que j'avais bu
 - f 6 - 10 fois parce que j'avais bu
 - g 11 fois et plus parce que j'avais bu
21. Depuis septembre 1977, combien de fois vous êtes-vous senti fatigué ou endormi au cours de n'importe laquelle de vos classes à cette école pour UNE RAISON QUELCONQUE?
- a Je ne me suis jamais senti fatigué ou endormi pour une raison quelconque
 - b Je me suis une fois senti fatigué ou endormi en classe
 - c Deux fois
 - d 3-5 fois
 - e 6-10 fois
 - f 11 fois et plus
22. Depuis septembre 1977, combien de fois avez-vous échoué à un test, un examen ou un projet dans n'importe laquelle de vos classes à cette école parce que vous aviez bu de la bière, du vin ou des boissons fortes?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. mais je n'ai jamais échoué à un test, etc. parce que j'avais bu
 - c J'ai une fois échoué à un test, etc. parce que j'avais bu
 - d Deux fois parce que j'avais bu
 - e 3-5 fois parce que j'avais bu
 - f 6-10 fois parce que j'avais bu
 - g 11 fois et plus parce que j'avais bu
23. Depuis septembre 1977, combien de fois avez-vous échoué à un test, un examen ou un projet dans n'importe laquelle de vos classes à cette école pour UNE RAISON QUELCONQUE?
- a Je n'ai jamais échoué à un test, etc. pour une raison quelconque
 - b J'ai une fois échoué à un test, etc.
 - c Deux fois
 - d 3-5 fois
 - e 6-10 fois
 - f 11 fois et plus
24. Depuis septembre 1977, combien de fois avez-vous triché à un test, un examen ou un projet dans n'importe laquelle de vos classes à cette école parce que vous aviez bu de la bière, du vin ou des boissons fortes?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. mais je n'ai jamais triché à un test, etc. parce que j'avais bu
 - c J'ai triché une fois à un test, etc. parce que j'avais bu
 - d Deux fois parce que j'avais bu
 - e 3-5 fois parce que j'avais bu
 - f 6-10 fois parce que j'avais bu
 - g 11 fois et plus parce que j'avais bu
25. Depuis septembre 1977, combien de fois avez-vous triché à un test, un examen ou un projet dans n'importe laquelle de vos classes à cette école pour UNE RAISON QUELCONQUE?
- a Je n'ai jamais triché à un test, etc. pour une raison quelconque
 - b J'ai triché une fois à un test, etc.
 - c Deux fois
 - d 3-5 fois
 - e 6-10 fois
 - f 11 fois et plus

26. Depuis septembre 1977, combien de fois avez-vous senti que vous aviez de la difficulté à vous concentrer ou à porter attention au cours de n'importe laquelle de vos classes parce que vous aviez bu de la bière, du vin ou des boissons fortes?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. mais je n'ai jamais eu de difficulté à me concentrer dans mes classes parce que j'avais bu
 - c J'ai eu une fois de la difficulté à me concentrer parce que j'avais bu
 - d Deux fois parce que j'avais bu
 - e 3-5 fois parce que j'avais bu
 - f 6-10 fois parce que j'avais bu
 - g 11 fois et plus parce que j'avais bu
27. Depuis septembre 1977, combien de fois avez-vous senti que vous aviez de la difficulté à vous concentrer ou à porter attention au cours de n'importe laquelle de vos classes pour UNE RAISON QUELCONQUE?
- a Je n'ai jamais eu de difficulté à me concentrer dans mes classes pour une raison quelconque
 - b J'ai eu une fois de la difficulté à me concentrer
 - c Deux fois
 - d 3-5 fois
 - e 6-10 fois
 - f 11 fois et plus
28. Depuis septembre 1977, combien de fois avez-vous été en retard pour n'importe laquelle de vos classes à cette école parce que vous aviez bu de la bière, du vin ou des boissons fortes?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. mais je n'ai jamais été en retard pour mes classes parce que j'avais bu
 - c J'ai une fois été en retard parce que j'avais bu
 - d Deux fois parce que j'avais bu
 - e 3-5 fois parce que j'avais bu
 - f 6-10 fois parce que j'avais bu
 - g 11 fois et plus parce que j'avais bu
29. Depuis septembre 1977, combien de fois avez-vous été en retard pour n'importe laquelle de vos classes à cette école pour UNE RAISON QUELCONQUE?
- a Je n'ai jamais été en retard pour mes classes pour une raison quelconque
 - b J'ai une fois été en retard pour une classe
 - c Deux fois
 - d 3-5 fois
 - e 6-10 fois
 - f 11 fois et plus
30. Depuis septembre 1977, avez-vous été absent de cette école pour la moitié de la journée ou pour toute la journée parce que vous aviez bu de la bière, du vin ou des boissons fortes?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. mais je n'ai jamais été absent de l'école parce que j'avais bu
 - c J'ai été absent une fois parce que j'avais bu
 - d Deux fois parce que j'avais bu
 - e 3-5 fois parce que j'avais bu
 - f 6-10 fois parce que j'avais bu
 - g 11 fois et plus parce que j'avais bu
31. Depuis septembre 1977, avez-vous été absent de cette école pour la moitié de la journée ou pour toute la journée pour UNE RAISON QUELCONQUE?
- a Je n'ai jamais été absent de cette école pour une raison quelconque
 - b J'ai été absent une fois de cette école pour la moitié de la journée ou pour toute la journée
 - c Deux fois
 - d 3-5 fois
 - e 6-10 fois
 - f 11 fois et plus

32. Depuis septembre 1977, combien de fois avez-vous volontairement causé des dommages matériels à la propriété de cette école, c'est-à-dire brisé les meubles, les fenêtres, parce que vous aviez bu de la bière, du vin ou des boissons fortes?
- a Je n'ai pas bu depuis septembre 1977 ou ne je bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis septembre mais je n'ai jamais volontairement causé de dommages matériels à la propriété de l'école parce que j'avais bu
 - c J'ai une fois causé des dommages matériels à la propriété de l'école parce que j'avais bu
 - d Deux fois parce que j'avais bu
 - e 3-5 fois parce que j'avais bu
 - f 6-10 fois parce que j'avais bu
 - g 11 fois et plus parce que j'avais bu
33. Depuis septembre 1977, combien de fois avez-vous volontairement causé des dommages matériels à la propriété de cette école, c'est-à-dire brisé les meubles, les fenêtres pour UNE RAISON QUELCONQUE?
- a Je n'ai jamais volontairement causé de dommages matériels à la propriété de l'école pour une raison quelconque
 - b J'ai une fois volontairement causé des dommages matériels à la propriété de l'école
 - c Deux fois
 - d 3-5 fois
 - e 6-10 fois
 - f 11 fois et plus
34. Depuis septembre 1977, combien de fois avez-vous volé quelque chose qui valait plus de \$5.00 dans cette école parce que vous aviez bu de la bière, du vin ou des boissons fortes?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. mais je n'ai jamais volé quelque chose dans cette école parce que j'avais bu
 - c J'ai une fois volé quelque chose dans cette école parce que j'avais bu
 - d Deux fois parce que j'avais bu
 - e 3-5 fois parce que j'avais bu
 - f 6-10 fois parce que j'avais bu
 - g 11 fois et plus parce que j'avais bu
35. Depuis septembre 1977, combien de fois avez-vous volé quelque chose qui valait plus de \$5.00 dans cette école pour UNE RAISON QUELCONQUE?
- a Je n'ai jamais volé quelque chose dans cette école pour une raison quelconque
 - b J'ai une fois volé quelque chose dans cette école
 - c Deux fois
 - d 3-5 fois
 - e 6-10 fois
 - f 11 fois et plus
36. Depuis septembre 1977, combien de fois avez-vous eu des ennuis avec vos maîtres, le directeur ou le directeur-adjoint à la suite de mauvaise conduite à l'école parce que vous aviez bu de la bière, du vin ou des boissons fortes?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis septembre mais je n'ai jamais eu d'ennuis avec les maîtres, le directeur ou le directeur-adjoint parce que j'avais bu
 - c J'ai eu une fois des ennuis avec les maîtres, le directeur ou le directeur-adjoint parce que j'avais bu
 - d Deux fois parce que j'avais bu
 - e 3-5 fois parce que j'avais bu
 - f 6-10 fois parce que j'avais bu
 - g 11 fois et plus parce que j'avais bu
37. Depuis septembre 1977, combien de fois avez-vous rendu visite à l'orienteur (Département d'orientation) pour parler de problèmes que vous aviez du fait que vous buviez de la bière, du vin ou des boissons fortes?
- a Nous n'avons pas d'orienteur à cette école
 - b Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - c J'ai bu depuis septembre mais je n'ai jamais rendu visite à l'orienteur du fait que j'avais bu
 - d J'ai une fois rendu visite à l'orienteur du fait que j'avais bu
 - e Deux fois parce que j'avais bu
 - f 3-5 fois parce que j'avais bu
 - g 6-10 fois parce que j'avais bu
 - h 11 fois et plus parce que j'avais bu

38. Depuis septembre 1977, combien de fois vous êtes-vous senti "éméché" (high), (bonne sensation ou étourdissements, confusion mentale, mauvaise articulation des mots) durant n'importe laquelle de vos classes à cette école parce que vous aviez bu de la bière, du vin ou des boissons fortes?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis septembre mais je ne me suis jamais senti "éméché" dans n'importe laquelle de mes classes parce que j'avais bu
 - c Je me suis une fois senti "éméché" en classe parce que j'avais bu
 - d Deux fois parce que j'avais bu
 - e 3-5 fois parce que j'avais bu
 - f 6-10 fois parce que j'avais bu
 - g 11 fois et plus parce que j'avais bu
39. Depuis septembre 1977, combien de fois êtes-vous devenu IVRE durant n'importe laquelle de vos classes à cette école parce que vous aviez bu de la bière, du vin ou des boissons fortes (c'est-à-dire que vous étiez incapable de faire ce que vous vouliez faire ou êtes devenu malade)?
- a Je n'ai pas bu depuis septembre 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis septembre 1977 mais je n'ai jamais été ivre dans n'importe laquelle de mes classes
 - c Je me suis senti ivre une fois en classe
 - d Deux fois
 - e 3-5 fois
 - f 6-10 fois
 - g 11 fois et plus
40. Depuis septembre 1977, combien de fois avez-vous senti des "effets désagréables" (hangover) durant n'importe laquelle de vos classes à cette école parce que vous aviez bu de la bière, du vin ou des boissons fortes?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis septembre mais je n'ai jamais senti "d'effets désagréables" dans n'importe laquelle de mes classes
 - c J'ai senti une fois des "effets désagréables" en classe parce que j'avais bu
 - d Deux fois parce que j'avais bu
 - e 3-5 fois parce que j'avais bu
 - f 6-10 fois parce que j'avais bu
 - g 11 fois et plus parce que j'avais bu
41. Depuis septembre 1977, combien de fois vous êtes-vous senti "excité" (high) durant n'importe laquelle de vos classes à cette école parce que vous aviez pris des DROGUES à part l'alcool?
- a Je ne prends pas de drogues du tout ou je n'en ai pas pris depuis septembre 1977
 - b J'ai pris des drogues mais je n'ai jamais été "excité" par les drogues dans n'importe laquelle de mes classes
 - c Je me suis une fois senti "excité" en classe parce que j'avais pris des drogues
 - d Deux fois parce que j'avais pris des drogues
 - e 3-5 fois parce que j'avais pris des drogues
 - f 6-10 fois parce que j'avais pris des drogues
 - g 11 fois et plus parce que j'avais pris des drogues
42. Depuis septembre 1977, combien de fois est-il arrivé que des élèves qui avaient pris de la bière, du vin ou des boissons fortes ont dérangé ou causé des interruptions dans n'importe laquelle de vos classes?
- a Il n'y a pas eu de dérangements dans la classe par des élèves qui avaient bu
 - b Une fois il y a eu du dérangement parce que les élèves avaient bu
 - c Deux fois
 - d 3-5 fois
 - e 6-10 fois
 - f 11 fois et plus
43. Depuis septembre 1977, passez-vous PLUS ou MOINS de temps à faire vos devoirs, vos travaux, vos projets ou à étudier du fait que vous buvez?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b Je passe PLUS de temps à faire des devoirs, etc. du fait que je bois
 - c Je passe MOINS de temps à faire mes devoirs, etc. du fait que je bois
 - d Je n'ai pas changé des habitudes quant au temps que je passe à faire mes devoirs, etc. du fait que je bois

44. Depuis septembre 1977, avez-vous été affecté à l'école du fait que vous buvez c'est-à-dire est-ce que vous arrivez bien, est-ce que vos notes sont bonnes, etc.?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b Mon travail scolaire, mes notes, etc. n'ont pas été affectés du fait que je bois
 - c Mon travail scolaire a été affecté pour le MEILLEUR du fait que je bois
 - d Mon travail scolaire a été affecté pour le PIRE du fait que je bois
45. Depuis septembre 1977, votre participation aux activités de l'école telles que les sports, l'art dramatique, etc. a-t-elle été affectée du fait que vous buvez?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b Ma participation aux activités de l'école n'a pas été affectée du fait que je bois
 - c Ma participation aux activités de l'école a augmenté du fait que je bois
 - d Ma participation aux activités de l'école a diminué du fait que je bois
46. Depuis septembre 1977, avez-vous bu de la bière, du vin ou des boissons fortes AVANT ou DURANT une danse ou un party à cette école?
- a Je n'ai pas bu avant d'aller à une danse d'école ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu avant ou durant une danse ou un party d'école
47. Depuis septembre 1977, avez-vous eu des problèmes avec le personnel de l'école parce que vous aviez bu de la bière, du vin ou des boissons fortes soit avant ou durant une danse d'école?
- a Je n'ai pas bu avant ou durant la danse ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu avant ou durant une danse d'école mais je n'ai pas eu de problèmes avec le personnel de l'école
 - c J'ai bu avant ou durant une danse d'école et j'ai eu des problèmes avec le personnel de l'école
48. Depuis septembre 1977, avez-vous bu de la bière, du vin ou des boissons fortes à un événement sportif de votre école?
- a Je n'ai pas bu à un événement sportif ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu à un événement sportif à cette école
49. Depuis septembre 1977, avez-vous eu des problèmes avec le personnel de l'école parce que vous aviez bu de la bière, du vin ou des boissons fortes à un événement sportif de votre école?
- a Je n'ai pas bu à un événement sportif de l'école ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu à un événement sportif de l'école mais je n'ai pas eu de problèmes avec le personnel de l'école
 - c J'ai bu à un événement sportif de l'école et j'ai eu des problèmes avec le personnel de l'école
50. Depuis septembre 1977, combien de fois vous êtes-vous présenté en classe à cette école après avoir bu de la bière, du vin ou des boissons fortes durant une journée d'école y compris l'heure du dîner?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. 1977 mais je n'ai jamais bu durant une journée d'école lorsque j'allais en classe
 - c J'ai bu une fois durant une journée d'école et j'ai été en classe
 - d Deux fois
 - e 3-5 fois
 - f 6-10 fois
 - g 11 fois et plus
51. Depuis septembre 1977, combien de fois avez-vous bu de la bière, du vin ou des boissons fortes dans des restaurants, des pubs ou des tavernes?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. 1977 mais je n'ai jamais bu dans des restaurants, des pubs ou des tavernes
 - c J'ai bu une fois dans des restaurants, etc.
 - d Deux fois
 - e 3-5 fois
 - f 6-10 fois
 - g 11 fois et plus

52. Depuis septembre 1977, combien de fois avez-vous bu de la bière, du vin ou des boissons fortes SEUL?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. 1977 mais je n'ai jamais bu seul
 - c J'ai bu seul une fois
 - d Deux fois
 - e 3-5 fois
 - f 6-10 fois
 - g 11 fois et plus
53. Depuis septembre 1977, combien de fois avez-vous bu de la bière, du vin ou des boissons fortes AVEC VOS FRÈRES et/ou VOS SŒURS?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. 1977 mais jamais avec mes frères et/ou mes sœurs
 - c J'ai bu une fois avec mes frères et/ou mes sœurs
 - d Deux fois
 - e 3-5 fois
 - f 6-10 fois
 - g 11 fois et plus
54. Depuis septembre 1977, combien de fois avez-vous bu de la bière, du vin ou des boissons fortes AVEC VOS PARENTS?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. 1977 mais jamais avec mes parents
 - c J'ai bu une fois avec mes parents
 - d Deux fois
 - e 3-5 fois
 - f 6-10 fois
 - g 11 fois et plus
55. Depuis septembre 1977, combien de fois avez-vous bu de la bière, du vin ou des boissons fortes AVEC DES AMIS chez vous ou chez eux y compris les parties?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. 1977 mais jamais avec des amis chez moi ou chez eux
 - c J'ai bu une fois avec des amis chez moi ou chez eux
 - d Deux fois
 - e 3-5 fois
 - f 6-10 fois
 - g 11 fois et plus
56. Depuis septembre 1977, combien de fois avez-vous bu de la bière, du vin ou des boissons fortes SEUL OU AVEC DES AMIS dans cet édifice ou dans la cour d'école durant les heures d'école?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. 1977 mais jamais seul ou avec des amis dans cette école ou dans la cour d'école
 - c J'ai bu une fois seul ou avec des amis dans cette école ou dans la cour d'école
 - d Deux fois
 - e 3-5 fois
 - f 6-10 fois
 - g 11 fois et plus
57. Depuis septembre 1977, combien de fois avez-vous bu de la bière, du vin ou des boissons fortes AVEC LES MAÎTRES de cette école?
- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
 - b J'ai bu depuis sept. 1977 mais je n'ai jamais bu avec les maîtres de cette école
 - c J'ai bu une fois avec les maîtres de cette école
 - d Deux fois
 - e 3-5 fois
 - f 6-10 fois
 - g 11 fois et plus

58. Vos parents sont-ils inquiets du fait que vous buvez de la bière, du vin ou des boissons fortes?
- a Je ne bois pas du tout ou je ne prends que de petites gorgées
 - b Ils ne savent pas que je bois de la bière, du vin ou des boissons fortes
 - c Ils ne s'inquiètent pas du fait que je bois
 - d Ils sont un peu inquiets du fait que je bois
 - e Ils sont très inquiets du fait que je bois
 - f Je ne sais pas si mes parents sont au courant que je bois
 - g Je ne sais pas ce qu'ils pensent du fait que je bois
59. Buvez-vous de la bière, du vin ou des boissons fortes parce que cela vous aide à vous relaxer?
- a Je ne bois pas du tout ou je ne prends que de petites gorgées
 - b Je bois, mais pas parce que cela m'aide à me relaxer
 - c Je bois parce que cela m'aide à me relaxer
60. Buvez-vous de la bière, du vin ou des boissons fortes parce que la plupart de vos amis en boivent?
- a Je ne bois pas du tout ou je ne prends que de petites gorgées
 - b Je bois, mais pas parce que la plupart de mes amis boivent
 - c Je bois parce que la plupart de mes amis boivent
61. Buvez-vous de la bière, du vin ou des boissons fortes parce que vous aimez le goût?
- a Je ne bois pas du tout ou je ne prends que de petites gorgées
 - b Je bois, mais pas parce que j'aime le goût
 - c Je bois parce que j'aime le goût
62. Buvez-vous de la bière, du vin ou des boissons fortes pour vous aider à vous remonter ou pour vous sentir mieux?
- a Je ne bois pas du tout ou je ne prends que de petites gorgées
 - b Je bois, mais pas parce que cela m'aide à me remonter ou à me sentir mieux
 - c Je bois parce que cela m'aide à me remonter ou à me sentir mieux
63. Buvez-vous de la bière, du vin ou des boissons fortes pour mieux vous entendre avec les membres du sexe opposé?
- a Je ne bois pas du tout ou je ne prends que de petites gorgées
 - b Je bois, mais pas pour mieux m'entendre avec les membres du sexe opposé
 - c Je bois pour mieux m'entendre avec les membres du sexe opposé
64. Buvez-vous de la bière, du vin ou des boissons fortes parce que vous vous inquiétez ou vous vous énervez au sujet de votre travail, des examens, des tests et des projets, etc. à l'école?
- a Je ne bois pas du tout ou je ne prends que de petites gorgées
 - b Je bois, mais pas parce que je m'inquiète ou je m'énerve au sujet de mon travail scolaire, etc.
 - c Je bois parce que je m'inquiète ou je m'énerve au sujet de mon travail scolaire, etc.
65. Buvez-vous de la bière, du vin ou des boissons fortes parce que vous avez des problèmes de famille?
- a Je ne bois pas du tout ou je ne prends que de petites gorgées
 - b Je bois, mais pas parce que j'ai des problèmes de famille
 - c Je bois parce que j'ai des problèmes de famille
66. Choisissez UNE raison parmi les raisons suivantes qui décrit le mieux pourquoi vous buvez de la bière, du vin ou des boissons fortes? N'en choisir qu'une seule.
- a Je ne bois pas du tout ou je ne prends que de petites gorgées
 - b Cela m'aide à me relaxer
 - c La plupart de mes amis boivent
 - d J'aime le goût
 - e Cela m'aide à me remonter ou à mieux me sentir
 - f Pour m'entendre avec les membres du sexe opposé
 - g Parce que je m'inquiète de mon travail scolaire
 - h A cause de problèmes de famille
 - i Je ne sais vraiment pas pourquoi je bois
 - j Aucune de ces raisons ne décrit pourquoi je bois

67. Comment obtenez-vous la bière, le vin ou les boissons fortes LA PLUPART DU TEMPS?
Ne choisir qu'une seule réponse.

- a Je ne bois pas du tout ou je n'obtiens pas d'alcool
- b Je l'achète moi-même dans un magasin d'alcool ou de bière
- c Je l'achète moi-même dans un restaurant, une taverne ou un pub
- d Je demande à mes amis ou mes frères/sœurs plus vieux que moi de l'acheter pour moi
- e Je l'obtiens de mes parents ou d'autres parents
- f Je le vole chez nous
- g Je l'obtiens de la maison de mes amis
- h Aucune de ces réponses

AUX ELEVES DE 7^e ET DE 8^e ANNEE: VOUS AVEZ FINI

AUX ELEVES DE 9^e, 10^e, 11^e, 12^e, 13^e année: IL FAUT CONTINUER AVEC LA QUESTION 68

68. Depuis septembre 1977, combien de fois avez-vous acheté de la BIERE au magasin de bière (Brewer's Retail)?

- a Je n'ai pas acheté de bière
- b J'ai acheté de la bière une fois dans un magasin de bière
- c Deux fois
- d 3-5 fois
- e 6-10 fois
- f 11 fois et plus

69. Depuis septembre 1977, combien de fois avez-vous acheté des BOISSONS FORTES ou du VIN à la régie des alcools (Liquor Control Board) ou dans un magasin de vin?

- a Je n'ai pas acheté de boissons fortes ou de vin
- b J'ai acheté des boissons fortes ou du vin une fois au magasin
- c Deux fois
- d 3-5 fois
- e 6-10 fois
- f 11 fois et plus

70. Depuis septembre 1977, combien de fois avez-vous apporté de la bière, du vin ou des boissons fortes à cette école?

- a Je n'ai jamais apporté de bière, de vin ou de boissons fortes à cette école
- b J'ai apporté de la bière, du vin ou des boissons fortes une fois à cette école
- c Deux fois
- d 3-5 fois
- e 6-10 fois
- f 11 fois et plus

71. Depuis septembre 1977, combien de fois avez-vous été plus à l'aise durant n'importe laquelle de vos classes à cette école parce que vous aviez bu de la bière, du vin ou des boissons fortes?

- a Je n'ai pas bu depuis sept. 1977 ou je ne bois pas du tout ou je ne prends que de petites gorgées
- b J'ai bu depuis sept. 1977 mais je n'ai pas été plus à l'aise en classe parce que j'avais bu
- c Il m'est arrivé une fois d'être plus à l'aise en classe parce que j'avais bu
- d Deux fois parce que j'avais bu
- e 3-5 fois parce que j'avais bu
- f 6-10 fois parce que j'avais bu
- g 11 fois et plus parce que j'avais bu

72. A votre avis, quel DEVRAIT ETRE l'âge légal en Ontario pour acheter et consommer des boissons alcoolisées ?

- a 16 ans
- b 17 ans
- c 18 ans
- d 19 ans
- e 20 ans
- f 21 ans et plus
- g Il ne devrait pas y avoir d'âge légal
- h Je ne sais pas

73. Est-ce que la quantité de boisson ou le nombre de fois où vous buvez de la bière, du vin ou des boissons fortes a augmenté, diminué ou demeuré le même lorsque vous avez atteint vos 18 ans?
- a Ne s'applique pas puisque je n'ai pas 18 ans
 - b J'ai 18 ans, mais je ne bois pas ou je ne prends que de petites gorgées
 - c J'ai commencé à boire pour la première fois lorsque j'ai atteint mes 18 ans
 - d J'ai augmenté ma consommation d'alcool lorsque j'ai atteint mes 18 ans
 - e J'ai diminué ma consommation d'alcool lorsque j'ai atteint mes 18 ans
 - f Aucun changement dans mes habitudes de consommation d'alcool lorsque j'ai atteint mes 18 ans
74. Croyez-vous que vous avez un problème avec l'alcool?
- a Ne s'applique pas parce que je ne bois pas ou je ne prends que de petites gorgées
 - b Non, je bois mais je ne crois pas avoir un problème
 - c Oui, je bois et je crois avoir un problème
75. Avez-vous cessé d'aller à l'école parce que vous vous ennuyiez, etc.
- a Oui
 - b Non
76. Avez-vous déjà pensé à cesser d'aller à l'école parce que vous vous ennuyiez, etc.
- a Oui
 - b Non
77. Y-a-t-il un pub, une taverne ou un restaurant où l'on peut acheter des boissons alcoolisées à 5 minutes À PIED de cette école?
- a Oui
 - b Non
 - c Je ne sais pas
78. Y-a-t-il un pub, une taverne ou un restaurant où l'on peut acheter des boissons alcoolisées à 5-10 minutes EN AUTO de cette école?
- a Oui
 - b Non
 - c Je ne sais pas

InfoResults

LIMITED
Information Research Consultants
Suite 204, 2074 Lawrence Avenue West
Weston, Ontario M9N1J1 (416) 244-4203

Etude des problèmes de consommation d'alcool chez les élèves

Le présent sondage est effectué afin d'étudier la question de consommation d'alcool chez les élèves ainsi que les effets de cette consommation sur leur comportement à l'école. Vos réponses sont anonymes et strictement confidentielles. Ne pas signer votre nom sur le questionnaire.

Instructions

1. Répondre au questionnaire par vous-même. Veuillez ne pas utiliser de dossiers ou demander des renseignements ou des commentaires à d'autres personnes.
2. Lire les questions attentivement.
3. Lire le choix des réponses et choisir celle qui à votre avis convient le plus en encerclant le chiffre à côté de votre choix.
4. Veuillez le remplir durant cette période de classe et le remettre au chercheur.

A l'usage du bureau

1 - 3	_____	
4	①	
5 - 7	_____	S
8	1 2 3 4	P S Fp Fs
9 - 10	1 2 3 4 5 6 7 8 9	Typ
11 - 12	_____	BD
13	1 2 3 4 5 6 7 8 9	Rg
14	1 2 3 4 5 6 7 8 9	Gd
15	1 2 3	Cl
16	1 2 3 4 5	Dy
17	1 2 3 4 5 6 7 8 9	Int

1. Quel est votre sexe?

- 18 1 Masculin
2 Féminin

2. Depuis combien d'années enseignez-vous?

- 19 1 Un à deux ans
2 Trois à cinq ans
3 Six à dix ans
4 Onze ans et plus

3. Depuis combien d'années enseignez-vous à cette école, quelles que soient les années et les matières que vous avez enseignées?

- 20 1 Un à deux ans
2 Trois à cinq ans
3 Six à dix ans
4 Onze ans et plus

4. Quelle(s) matière(s) enseignez-vous cette année?

21-22
23-24

5. Quelle(s) année(s) enseignez-vous cette année?

	Oui	Non	
25	1	2	7 ^e année
26	1	2	8 ^e année
27	1	2	9 ^e année
28	1	2	10 ^e année
29	1	2	11 ^e année
30	1	2	12 ^e année
31	1	2	13 ^e année

6. Quelle(s) matière(s) enseignez-vous à CETTE CLASSE (les élèves qui sont interviewés)?

32-33

7. En quelle année est CETTE CLASSE?

- 1 7^e année
2 8^e année
34 3 9^e année
4 10^e année
5 11^e année
6 12^e année
7 13^e année

8. Combien d'élèves sont inscrits dans CETTE CLASSE?

35-36

9. Depuis septembre 1977, quel pourcentage d'élèves qui viennent à CETTE ECOLE, croyez-vous, boivent de la bière, du vin ou des boissons fortes à peu près une fois par semaine ou plus souvent?

	1	Presque tous	81 - 100%
	2	La plupart	61 - 80%
	3	A peu près la moitié	41 - 60%
37	4	Quelques-uns	21 - 40%
	5	Peu	11 - 20%
	6	Très peu	1 - 10%
	7	Aucun	
	8	Je ne sais pas	

10. Quel pourcentage d'élèves qui viennent à CETTE ECOLE, croyez-vous, ont des problèmes à l'école (notes, motivation, etc.) depuis septembre 1977 parce qu'ils boivent de la bière, du vin ou des boissons fortes à peu près une fois par semaine ou plus souvent?

01 50 - 100%
 02 26 - 49%
 03 21 - 25%
 38-39 04 16 - 20%
 05 11 - 15%
 06 6 - 10%
 07 1 - 5%
 08 Aucun n'a de problèmes à l'école parce qu'il a bu une fois par semaine ou plus souvent
 09 Je ne sais pas
 10 Aucun des élèves de cette école ne boit une fois par semaine ou plus souvent ^{souvent} A

11. A votre avis, quelles sont les raisons qui décrivent le mieux pourquoi les élèves de cette école boivent de la bière, du vin ou des boissons fortes à peu près une fois par semaine ou plus souvent? Indiquer les 3 plus importantes.

40 1 Les aide à se relaxer
 41 2 Ils aiment le goût
 42 3 La plupart de leurs amis boivent / pour faire partie du groupe
 4 Pour se remonter
 5 Ils boivent avec leur famille aux repas
 6 Ils sont inquiets de leur travail scolaire
 7 Problèmes familiaux et/ou personnels
 8 Je ne sais pas ou autres raisons
 9 Aucun des élèves de cette école ne boit une fois par semaine ou plus souvent

12. Depuis septembre 1977, quel pourcentage d'élèves dans CETTE CLASSE croyez-vous boivent de la bière, du vin ou des boissons fortes à peu près une fois par semaine ou plus souvent?

43 1 Presque tous 81 - 100%
 2 La plupart 61 - 80%
 3 A peu près la moitié 41 - 60%
 4 Quelques-uns 21 - 40%
 5 Peu 11 - 20%
 6 Très peu 1 - 10%
 7 Aucun
 8 Je ne sais pas

13. A votre avis, quelle drogue est la PLUS largement prise par les élèves qui viennent à cette école? N'encerclez qu'UNE seule réponse.

44-45 01 Bière
 02 Vin
 03 Boissons fortes
 04 Marijuana/Maschisch
 05 Solvants (colle, produit pour diluer la peinture, etc.)
 06 Tranquillisants (librium, valium, etc.)
 07 Barbituriques (pillules pour dormir, etc.)
 08 Stimulants (pep pills, speed, etc.)
 09 Hallucinogènes (L.S.D., etc.)
 10 Héroïne
 11 Cocaïne
 12 Je ne sais pas

14. A votre avis, lequel des points suivants cause le plus de problèmes chez les élèves de cette école? Ecrire '1' à côté du point qui cause le plus de problèmes et '3' à côté du point qui cause le moins de problèmes.

_____ 46 _____ l'usage de l'alcool (bière, vin ou boissons fortes)
 _____ 47 _____ l'usage de drogues, à part de l'alcool
 _____ 48 _____ situation familiale

15. En tant qu'enseignant, croyez-vous pouvoir reconnaître les signes qui indiquent qu'un élève a bu des boissons alcoolisées avant de se présenter en classe?

49 1 Oui, je crois pouvoir reconnaître les signes
 2 Non, je ne pense pas pouvoir reconnaître les signes

16. Avez-vous eu connaissance d'élèves qui avaient bu des boissons alcoolisées avant de se présenter dans n'importe laquelle de vos classes durant cette année scolaire?

50 1 Oui, j'en ai eu connaissance
2 Non, je n'en ai pas eu connaissance (Passez à la question 10)

17. Veuillez décrire pour chaque fois que vous avez eu connaissance d'élèves qui avaient bu avant de se présenter dans votre classe durant cette année scolaire, en quelle année ils étaient, le nombre d'élèves impliqués, ce qui est arrivé, quant à l'effet sur le reste de la classe, la leçon que vous aviez prévue, etc. Quelle mesure disciplinaire, s'il y en a eu, avez-vous prise?

Événement 1 : Année Nombre d'élèves Mois

51
52
53-54

Qu'est-ce qui est arrivé? _____

55-56

Mesure disciplinaire? _____

57-58

Événement 2 : Année Nombre d'élèves Mois

59
60
61-62

Qu'est-ce qui est arrivé? _____

63-64

Mesure disciplinaire? _____

65-66

Événement 3 : Année Nombre d'élèves Mois

67
68
69-70

Qu'est-ce qui est arrivé? _____

71-72

Mesure disciplinaire? _____

73-74

18. SI vous pensiez qu'un élève ou des élèves avaient bu de la bière, du vin ou des boissons fortes avant de se présenter à l'une de vos CLASSES, quelle SERAIT votre réaction?

75 _____
76 _____
77 _____
78 _____

Carte 2 1-3
4 (2)

19. Si vous pensiez qu'un élève ou des élèves avaient bu de la bière, du vin ou des boissons fortes avant ou durant une danse à cette école, quelle SERAIT votre réaction?

5 _____
6 _____
7 _____
8 _____

20. Si vous pensiez qu'un élève ou des élèves avaient bu de la bière, du vin ou des boissons fortes lors d'un événement sportif à cette école, quelle SERAIT votre réaction?

9 _____
10 _____
11 _____
12 _____

21. Avez-vous déjà chaperonné des danses d'école au cours de cette année scolaire? (depuis septembre)

13 1 Oui
2 Non

22. Au cours de cette année scolaire, avez-vous déjà eu connaissance d'élèves qui avaient bu de la bière, du vin ou des boissons fortes avant ou durant une danse à cette école?

14 1 Oui
2 Non (Passez à la question 25)

23. Au cours de cette année scolaire, avez-vous déjà eu connaissance de problèmes créés parce qu'un élève ou des élèves avaient bu de la bière, du vin ou des boissons fortes avant ou durant une danse à cette école?

15 1 Oui
2 Non (Passez à la question 25)

24. Veuillez décrire les problèmes créés par les élèves qui avaient bu avant ou durant une danse d'école. S'il y a plus qu'un événement, veuillez l'indiquer.

16 _____
17 _____
18 _____
19 _____

25. Au cours de cette année scolaire, avez-vous eu connaissance d'élèves qui buvaient de la bière, du vin ou des boissons fortes au cours d'événements sportifs à l'école?

20 1 Oui
2 Non (Passez à la question 28)

26. Au cours de cette année scolaire, avez-vous eu connaissance de problèmes créés parce qu'un élève ou des élèves avaient bu de la bière, du vin ou des boissons fortes au cours d'événements sportifs à l'école?

21 1 Oui
2 Non (Passez à la question 28)

27. Veuillez décrire les problèmes créés par les élèves qui avaient bu au cours d'événements sportifs à l'école. S'il y en plus d'un événement, veuillez l'indiquer.

22 _____
23 _____
24 _____
25 _____

28. Au cours de cette année scolaire, avez-vous eu connaissance d'élèves qui buvaient de la bière, du vin ou des boissons fortes durant une excursion d'école?

26 1 Oui
2 Non (Passez à la question 31)

29. Au cours de cette année scolaire, avez-vous eu connaissance de problèmes créés parce qu'un élève ou des élèves avaient bu de la bière, du vin ou des boissons fortes durant une excursion d'école?

27 1 Oui
2 Non (Passez à la question 31)

30. Veuillez décrire les problèmes créés par les élèves qui ont bu durant une excursion d'école. S'il y a plus d'un événement, veuillez l'indiquer.

28 _____

29 _____

30 _____

31 _____

31. Quel effet la consommation de boissons alcoolisées par les élèves qui viennent à cette école a-t-elle eu sur leur participation aux activités para-scolaires?
- 1 Ne s'applique pas parce qu'aucun des étudiants à cette école ne boit
- 32 2 Aucun effet
- 3 Participation a augmenté
- 4 Participation a diminué
- 5 Je ne sais pas

VEUILLEZ PARLER AVEC LE CHERCHEUR AVANT DE CONTINUER

32. Depuis septembre 1977, avez-vous observé des élèves dans n'importe laquelle de vos classes, faire les choses suivantes parce qu'ils avaient bu de la bière, du vin ou des boissons fortes?

Instructions

- 1) Encerclez 1 si c'est non et 2 si c'est oui
- 2) Si oui, indiquez le nombre d'élèves impliqués. Si non, laissez un blanc.
- 3) Veuillez estimer le nombre total d'incidents qui se sont produits. Le nombre total d'incidents est la somme du nombre de fois où chaque élève impliqué a été observé. Par exemple, si l'élève A l'a fait deux fois et l'élève B l'a fait 3 fois, le nombre total d'incidents est de 5.

	Non	Oui	Nombre d'élèves	Nombre d'incidents	
A l'air fatigué ou endormi	1	2	33	34-35	36-37
Absent de la classe	1	2	38	39-40	41-42
Perd intérêt dans le travail scolaire	1	2	43	44-45	46-47
Agit de façon agitée, nerveuse ou tendue	1	2	48	49-50	51-52
Reçu des notes plus basses que d'habitude	1	2	53	54-55	56-57
N'a pas terminé ses devoirs, compositions ou tâches assignées	1	2	58	59-60	61-62
Echoué à un test, examen ou tâche assignée	1	2	63	64-65	66-67
Triché à un test, examen ou tâche assignée	1	2	68	69-70	71-72
Sauté une classe après avoir bu ou pour aller boire	1	2	73	74-75	76-77
Carte 3 1-3 4 3 Arriver en retard en classe	1	2	5	6-7	8-9
N'a pas concentré ou porter attention	1	2	10	11-12	13-14
Perd intérêt dans les activités para- scolaires	1	2	15	16-17	18-19
Articule mal ses mots	1	2	20	21-22	23-24
On dirait qu'il subit des effets désagréables (hangover)	1	2	25	26-27	28-29
Était 'éméché' (high) par l'alcool	1	2	30	31-32	33-34
Fait du bruit ou dérange les autres élèves	1	2	35	36-37	38-39
Parle de ses expériences avec l'alcool	1	2	40	41-42	43-44

33. Depuis septembre 1977, avez-vous fait les choses suivantes à un élève ou à des élèves dans n'importe laquelle de vos classes parce qu'ils avaient bu de la bière, du vin ou des boissons fortes?

	Non	Oui	Nombre d'élèves	Nombre d'incidents
Imposé une mesure disciplinaire à un élève désordonné	1	2	45	46-47 48-49
Imposé une retenue à un élève	1	2	50	51-52 53-54
Faire sortir un élève de la classe ou l'envoyer chez le directeur ou le directeur-adjoint	1	2	55	56-57 58-59
Reférer un élève à un orienteur pour mauvaise conduite	1	2	60	61-62 63-64

34. Depuis septembre 1977, avez-vous eu connaissance d'élèves à CETTE ECOLE qui ont fait n'importe laquelle des choses suivantes parce qu'ils avaient bu de la bière, du vin ou des boissons fortes? Y indiquer les événements que vous avez observés ou dont vous avez été informés par les autres enseignants, le(les) directeur(s)-adjoint(s) ou par le directeur.

	Non	Oui	Nombre d'élèves	Nombre d'incidents
Etre ivre	1	2	65	66-67 68-69
Causer délibérément des dommages matériels à la propriété de l'école	1	2	70	71-72 73-74
Ecrire délibérément sur les murs, les livres et les pupitres de l'école	1	2	75	76-77 78-79
Carte 4 1-3 4 (4) Commencer à se battre avec les autres élèves de l'école	1	2	5	6-7 8-9
Voler quelque chose qui vaut plus de \$5	1	2	10	11-12 13-14
Avoir des problèmes avec le directeur ou avec le(s) directeur(s)-adjoint(s) ou avec des enseignants	1	2	15	16-17 18-19
Etre suspendu de l'école	1	2	20	21-22 23-24
Subir un traitement (A.A., médical ou psychologique, etc.)	1	2	25	26-27 28-29
Avoir des problèmes avec la police	1	2	30	31-32 33-34

35. Depuis septembre 1977, avez-vous eu connaissance d'élèves à CETTE ECOLE ont fait n'importe laquelle des choses suivantes POUR UNE RAISON QUELCONQUE? Y indiquer les événements que vous avez observés ou dont vous avez été informés par les autres enseignants, le(les) directeur(s)-adjoint(s) ou par le directeur.

	Non	Oui	Nombre d'élèves	Nombre d'incidents
Causer délibérément des dommages matériels à la propriété de l'école	1	2	35	36-37 38-39
Ecrire délibérément sur les murs, les livres et les pupitres de l'école	1	2	40	41-42 43-44
Voler quelque chose qui vaut plus de \$5	1	2	45	46-47 48-49
Etre suspendu de l'école	1	2	50	51-52 53-54
Avoir des problèmes avec la police	1	2	55	56-57 58-59
Etre 'excité' (high) par des drogues autres que l'alcool	1	2	60	61-62 63-64

36. Depuis septembre 1977, avez-vous été dans un pub ou une taverne du quartier pour boire avec n'importe lequel de vos élèves APRÈS les heures d'école?
- 65 1 Oui
2 Non
37. Depuis septembre 1977, avez-vous été dans un pub ou une taverne du quartier avec n'importe lequel de vos élèves DURANT les périodes libres ou à l'heure du midi?
- 66 1 Oui
2 Non
38. L'alcool est une bonne chose pour détendre l'atmosphère à un party.
- 67 1 Fortement d'accord
2 D'accord
3 Ni d'accord, ni en désaccord
4 En désaccord
5 Fortement en désaccord
39. Il n'y a rien de mal à boire de l'alcool
- 68 1 Fortement d'accord
2 D'accord
3 Ni d'accord, ni en désaccord
4 En désaccord
5 Fortement en désaccord
40. Les dangers de l'alcool sont plus importants que le plaisir de boire.
- 69 1 Fortement d'accord
2 D'accord
3 Ni d'accord, ni en désaccord
4 En désaccord
5 Fortement en désaccord
41. On se tracasse trop au sujet de la consommation d'alcool.
- 70 1 Fortement d'accord
2 D'accord
3 Ni d'accord, ni en désaccord
4 En désaccord
5 Fortement en désaccord
42. Le gouvernement devrait resserrer les contrôles sur la vente de l'alcool.
71. 1 Fortement d'accord
2 D'accord
3 Ni d'accord, ni en désaccord
4 En désaccord
5 Fortement en désaccord
43. La consommation d'alcool est un gaspillage d'argent
- 72 1 Fortement d'accord
2 D'accord
3 Ni d'accord, ni en désaccord
4 En désaccord
5 Fortement en désaccord
44. Quel devrait être l'âge légal pour pouvoir acheter et consommer des boissons alcoolisées en Ontario?
- 73 1 16 ans
2 17 ans
3 18 ans
4 19 ans
5 20 ans
6 21 ans
7 Il ne devrait pas y avoir d'âge légal
8 Je ne sais pas
45. Croyez-vous qu'on devrait exiger des personnes de moins de 25 ans d'avoir une carte d'identité pour pouvoir acheter de la bière, du vin ou des boissons fortes en Ontario?
- 74 1 Oui
2 Non
3 Je ne sais pas

46. Votre commission scolaire a-t-elle une politique à l'égard de la consommation d'alcool par les élèves?

- 75 1 Oui, politique écrite
2 Oui, politique orale
3 Non
Je ne sais pas } Passez à la question 49

47. Si oui, veuillez décrire la politique.

76-77

48. La politique de la Commission scolaire est-elle mise en vigueur par le personnel de votre école?

- 78 1 Oui, elle est mise en vigueur
2 Non, elle n'est pas mise en vigueur
3 Je ne sais pas si elle est mise en vigueur

49. Votre école a-t-elle une politique à l'égard de la consommation d'alcool par les élèves?

- 79 1 Oui, écrite
2 Oui, orale
3 Non
4 Je ne sais pas } Passez à la question 52

50. Si oui, veuillez la décrire.

Carte 5 1-3

4

⑤

6

7

8

51. La politique de l'école est-elle mise en vigueur par votre personnel?

- 9 1 Oui, elle est mise en vigueur
2 Non, elle n'est pas mise en vigueur
3 Je ne sais pas si elle est mise en vigueur

52. Comment décriez-vous les procédures disciplinaires utilisées par l'administration et par les enseignants à l'égard de la conduite des élèves en général dans cette école?

- 1 Très strictes
2 Un peu strictes
3 Ni strictes ni indulgentes
4 Un peu indulgentes
5 Très indulgentes

53. En 1971, l'âge légal pour boire en Ontario qui était fixé à 21 ans a été abaissé à 18 ans. Dans quelle mesure approuvez-vous ou désapprouvez-vous ce changement?

- 11 1 Approuve fortement
2 Approuve un peu
3 N'approuve ni ne désapprouve
4 Désapprouve un peu
5 Désapprouve fortement

54. Si l'âge légal pour boire en Ontario était porté à 19 ans, quel effet, s'il y a lieu, cela aurait-il sur la consommation d'alcool par les élèves qui viennent à cette école?

12-13

55. Y-a-t-il un pub, une taverne ou un restaurant où l'on peut acheter des boissons alcoolisées à cinq minutes A PIED de cette école?
- 14 1 Oui
2 Non
3 Je ne sais pas
56. Y-a-t-il un pub, une taverne ou un restaurant où l'on peut acheter des boissons alcoolisées à 5 - 10 minutes EN AUTO de cette école?
- 15 1 Oui
2 Non
3 Je ne sais pas
57. Si vous avez enseigné à cette école l'année dernière (1976-1977), avez-vous eu connaissance de problèmes créés parce qu'un élève ou des élèves avaient bu de la bière, du vin ou des boissons fortes?
- 16 1 Oui, il y a eu des problèmes en 1976-1977
2 Non, je n'ai pas eu connaissance de problèmes
3 Je n'ai pas enseigné à cette école l'année dernière } Passez à la question 60
58. Veuillez décrire le genre de problèmes créés par les élèves qui avaient bu de la bière, du vin ou des boissons fortes durant l'année scolaire 1976-1977
- 17 _____
18 _____
19 _____
20 _____
59. Croyez-vous que la consommation d'alcool a créé plus de problèmes chez les élèves cette année que l'année dernière à l'école?
- 21 1 Oui
2 Non
3 Je ne sais pas
60. Avez-vous des commentaires sur la consommation d'alcool par les élèves et le genre de problèmes, s'il y en a, qui ont été créés par la consommation à votre école cette année?
- 22 _____
23 _____
24 _____
25 _____

Merci beaucoup

26 27 28 29 30 31 32 33 34 35 36 37 38

APPENDIX II
ADDITIONAL TABLES
STUDENTS

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Table 1: Frequency of Student Use of Beer, Wine or Liquor
During The Past Six Months By Grade

Alcohol	Elementary Students			Grade 9 Percentage	10	High School Students			Total
	7	8	Total			11	12	13	
Not at all	31.2	21.1	26.1	18.7	13.8	10.2	8.3	7.4	12.0
Sips and tastes	41.7	41.3	41.5	29.8	18.8	14.0	7.3	5.7	16.0
About once a month or less	15.5	17.1	16.3	18.3	23.1	21.8	19.5	15.3	19.9
About twice a month	3.0	5.4	4.2	7.6	11.7	12.8	15.6	11.4	11.7
About three times a month	3.3	5.2	4.3	8.7	12.7	15.3	14.1	15.7	13.1
About once a week	2.4	6.0	4.2	7.8	12.6	17.3	15.7	23.8	14.9
About 2 - 5 times a week	1.9	2.5	2.2	6.4	6.1	7.8	16.3	17.5	10.2
Almost every day	1.0	1.4	1.2	2.7	1.2	0.8	3.2	3.2	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	886	918	1804	638	631	607	548	447	2871

Table 2: Frequency of Student Use of Beer, Wine or Liquor
Since September 1977 By Grade

Alcohol	Elementary Students			Grade 9 Percentage	High School Students				Total
	7	8	Total		10	11	12	13	
Not at all	37.0	27.8	32.4	23.7	15.9	11.7	9.4	6.9	14.1
Sips and tastes	37.2	38.5	37.8	28.5	23.3	16.4	8.9	6.4	17.6
About once a month or less	14.4	14.9	14.7	17.8	22.0	23.8	20.2	19.8	20.8
About twice a month	3.3	6.7	5.0	8.9	13.1	16.2	16.9	13.9	13.7
About three times a month	3.7	5.3	4.5	8.7	11.0	13.2	14.7	17.1	12.6
About once a week	2.7	4.4	3.6	6.4	9.0	12.2	15.4	18.3	11.8
About 2 - 5 times a week	1.0	1.5	1.2	4.7	5.2	6.3	11.5	15.7	8.2
Almost every day	0.7	0.9	0.8	1.3	0.5	0.2	3.0	1.9	1.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	887	918	1805	638	631	602	548	446	2865

Table 3: Frequency of High School Students' Use of Beer,
Wine or Liquor During The Past Six Months By Age

Alcohol	Age						
	13	14	15	16	17	18	19+
	Percentage						
Not at all	33.1	16.7	14.9	11.0	10.0	6.2	10.1
Sips and tastes	29.6	32.9	20.5	14.6	8.4	4.3	7.3
About once a month or less	17.8	18.2	22.9	21.7	19.8	15.6	17.4
About twice a month	1.7	8.2	10.6	12.2	15.8	12.0	10.1
About three times a month	7.5	8.9	12.3	15.5	15.0	14.5	7.3
About once a week	0.5	7.5	10.6	16.5	15.3	24.9	22.9
About 2 - 5 times a week	9.8	5.5	6.2	8.1	12.8	18.5	21.1
Almost every day	-	2.1	2.0	0.4	2.9	4.0	2.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	26	474	617	648	563	430	109

Table 4: Frequency of Student Use of Beer, Wine or Liquor
During The Past Six Months By Sex

Alcohol	Elementary Students			Sex		
	Male	Female	Total	Male	Female	Total
	Percentage			Percentage		
Not at all	22.9	29.1	26.1	13.1	11.2	12.0
Sips and tastes	37.1	45.8	41.5	12.0	19.2	16.0
About once a month or less	19.7	13.1	16.3	18.3	21.2	19.9
About twice a month	5.6	2.9	4.2	10.7	12.5	11.7
About three times a month	5.5	3.1	4.3	11.5	14.4	13.1
About once a week	4.6	3.8	4.2	17.5	12.6	14.9
About 2 - 5 times a week	2.9	1.5	2.2	13.7	7.4	10.2
Almost every day	1.7	0.7	1.2	3.2	1.3	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	882	921	1803	1290	1579	2869

Table 5: Prevalence of Drug Use By Grade Average

Behaviours	Elementary Students					Grade Average		High School Students					Total
	Below 50	50-59	60-66	67-79	80-100	Total	Below 50	50-59	60-66	67-79	80-100		
	Percentage												
Alcohol-during past six mt.	45.4	41.4	33.6	34.3	23.3	32.4	85.2	80.0	74.5	71.6	61.3	72.0	
Alcohol-since Sept. 1977	41.0	34.5	33.4	31.0	20.5	29.8	83.2	78.1	69.7	68.0	58.2	68.4	
Beer	45.4	27.5	27.4	23.9	13.3	23.2	76.4	69.3	60.6	55.9	40.1	56.5	
Wine	32.3	30.6	23.5	24.9	23.2	24.5	51.4	56.5	53.6	53.3	51.0	53.3	
Wine With Family At Meals	19.6	29.4	24.6	31.0	23.0	27.5	35.9	43.4	46.2	45.0	46.0	45.1	
Liquor	23.7	31.1	23.6	20.9	13.5	20.7	76.0	69.9	61.0	59.8	45.6	59.2	
Tobacco	70.6	47.8	43.0	37.1	23.5	37.0	81.4	60.0	57.1	49.0	33.3	50.5	
Tranquilizers	7.4	8.5	5.9	4.9	4.5	5.3	19.4	12.9	9.1	8.9	6.5	9.1	
Stimulants	13.3	6.0	5.3	3.1	2.9	3.9	16.2	15.5	12.4	8.6	3.2	9.7	
Solvents	10.5	5.3	6.3	5.1	2.1	5.0	10.9	5.9	3.3	2.6	2.3	3.2	
Marihuana	30.0	13.0	13.9	7.7	4.8	9.4	63.5	46.8	39.0	31.4	18.6	33.6	
Number of Students	25	117	447	817	362	1798	37	286	806	1320	414	2864	

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Table 6: Frequency of Student Use of Beer, Wine or Liquor During The Past Six Months By Grade Average

Alcohol	Elementary Students						High School Students					
	Below 50	50-59	60-66	67-79	80-100	Total	Below 50	50-59	60-66	67-79	80-100	Total
	Percentage											
Not at all	22.6	22.6	28.4	25.5	25.7	26.1	11.5	10.7	12.0	11.0	16.5	12.1
Sips and tastes	32.0	35.9	38.0	40.2	51.0	41.5	3.3	9.3	13.5	17.4	22.2	16.0
About once a month or less	16.2	21.6	15.1	18.2	11.7	16.3	15.5	15.6	19.1	20.3	23.6	19.9
About twice a month	3.6	5.5	3.6	4.4	4.2	4.2	7.8	10.7	11.2	13.1	9.2	11.7
About three times a month	11.6	5.9	5.3	4.0	2.8	4.3	12.6	12.5	13.1	14.0	10.6	13.1
About once a week	6.0	2.5	6.1	3.8	3.5	4.2	16.0	18.5	16.8	13.9	11.2	14.8
About 2 - 5 times a week	8.0	3.2	1.9	2.6	1.0	2.2	21.2	19.1	11.8	8.4	6.0	10.2
Almost every day	-	2.8	1.6	1.3	0.1	1.2	12.1	3.5	2.5	1.8	0.7	2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	25	117	447	817	362	1798	37	286	806	1320	414	2864

Table 7: Frequency of Consuming Five or More Alcoholic Drinks
During The Past Six Months By Grade

Frequency of Alcoholic Drinks	Elementary Students			Grade		High School Students			Total
	7	8	Total	9 Percentage	10	11	12	13	
Do not drink or have not drunk in past six months	53.3	42.1	47.5	35.3	22.7	16.3	12.1	8.8	19.9
Have not drunk 5+ drinks on same occasion	33.9	36.8	35.4	32.4	32.9	32.9	30.0	29.4	31.0
Once drank 5+ drinks on same occasion	6.8	9.9	8.4	14.6	16.3	13.2	14.6	13.0	14.4
Two - three times	3.3	5.8	4.6	8.4	12.4	17.2	16.4	16.7	14.0
Four - six times	1.5	3.1	2.3	4.2	7.6	11.2	10.6	13.0	9.1
Seven or more times	<u>1.2</u>	<u>2.3</u>	<u>1.8</u>	<u>5.1</u>	<u>8.1</u>	<u>9.2</u>	<u>16.3</u>	<u>19.1</u>	<u>11.0</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	884	918	1802	638	631	607	548	447	2870

Table 8: Frequency of Student Use of Beer During The Past Six Months By Grade

Beer	Elementary Students			Grade 9 Percentage	10	High School Students			13	Total
	7	8	Total			11	12			
Nor at all	55.2	49.3	52.1	42.1	36.0	31.1	27.8	26.5	33.3	
Sips and tastes	26.0	23.5	24.7	17.0	13.6	8.9	4.3	4.6	10.2	
About once a month or less	9.5	13.5	11.4	15.7	20.1	23.3	20.9	19.2	19.8	
About twice a month	2.7	4.2	3.5	6.1	9.2	11.2	11.5	10.7	9.6	
About three times a month	2.9	4.0	3.5	7.0	9.2	9.8	11.1	9.9	9.3	
About once a week	1.7	3.9	2.9	6.9	7.5	10.7	10.1	17.0	10.0	
About 2 - 5 times a week	1.5	1.3	1.4	4.0	4.1	4.6	12.1	11.3	6.8	
Almost every day	0.5	0.5	0.5	1.2	0.3	0.4	2.2	0.8	1.0	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Number of Students	886	917	1803	638	631	605	548	447	2870	

Table 9: Frequency of Student Use of Wine During The Past Six Months By Grade

Wine	Elementary Students			Grade		High School Students			
	7	8	Total	9	10	11	12	13	Total
	Percentage								
Not at all	42.7	33.8	38.3	30.4	29.0	23.1	21.2	19.2	25.1
Sips and tastes	36.0	38.5	37.2	32.1	23.5	20.4	16.6	11.8	21.6
About once a month or less	12.2	14.5	13.4	18.3	26.1	31.5	31.8	36.3	28.2
About twice a month	4.0	4.0	4.0	6.4	6.7	9.0	10.6	13.0	8.8
About three times a month	2.5	3.7	3.1	4.5	8.8	6.6	9.9	8.3	7.5
About once a week	1.2	3.1	2.1	3.7	3.6	6.1	7.0	5.8	5.1
About 2 - 5 times a week	0.8	1.2	1.0	2.2	1.5	2.2	2.0	3.9	2.3
Almost every day	0.6	1.2	0.9	2.4	0.8	1.1	0.9	1.7	1.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	887	918	1805	638	631	606	548	447	2871

Table 10: Frequency of Student Use of Wine With Family At Meals
During The Past Six Months By Grade

Wine With Family At Meals	Elementary Students			Grade 9 Percentage	10	High School Students			Total
	7	8	Total			11	12	13	
Not at all	47.8	43.7	45.6	40.7	40.7	36.5	38.3	38.0	39.0
Sips and tastes	27.0	26.7	26.9	22.2	16.8	15.4	13.3	9.2	15.9
About once a month or less	16.8	17.8	17.3	19.1	24.2	29.5	26.4	30.0	25.5
About twice a month	4.1	4.1	4.1	6.8	8.6	6.2	7.1	8.9	7.4
About three times a month	1.9	3.3	2.6	3.3	4.1	4.2	7.2	4.2	4.5
About once a week	1.1	2.3	1.7	3.0	2.8	4.4	5.3	4.2	3.9
About 2 - 5 times a week	0.7	1.0	0.9	2.6	1.6	1.9	1.2	3.1	2.0
Almost every day	0.6	1.1	0.9	2.3	1.2	1.9	1.2	2.4	1.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	886	918	1804	637	631	607	548	447	2870

Table 11: Frequency of Student Use of Liquor During The Past Six Months By Grade

Liquor	Elementary Students			Grade		High School Students			Total
	7	8	Total	9	10	11	12	13	
	Percentage								
Not at all	60.9	45.1	52.9	41.8	30.8	25.9	18.4	18.2	27.9
Sips and tastes	24.1	28.6	26.4	20.0	15.3	12.1	8.0	6.3	12.9
About once a month or less	7.9	14.0	11.0	16.7	25.5	27.0	29.1	27.0	24.8
About twice a month	2.9	4.1	3.5	7.1	9.6	12.2	16.1	16.0	11.8
About three times a month	1.9	4.0	2.9	7.5	9.3	12.6	13.1	15.7	11.3
About once a week	1.4	2.2	1.8	4.3	5.9	7.0	10.6	11.1	7.5
About 2 - 5 times a week	0.7	1.2	1.0	2.1	3.2	3.1	4.1	5.4	3.4
Almost every day	0.2	0.8	0.5	0.5	0.4	0.1	0.6	0.3	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	887	918	1805	638	630	607	548	447	2870

Table 12: Frequency of Student Use of Tobacco During The Past Six Months By Grade

Tobacco	Elementary Students			Grade 9 Percentage	High School Students				
	7	8	Total		10	11	12	13	Total
Do not smoke	66.6	59.3	63.0	51.7	49.3	46.3	44.5	56.8	49.5
Tried one or two times	21.1	20.8	20.9	19.4	13.8	15.7	13.2	11.1	14.9
Less than once a day	5.3	8.6	7.0	9.6	10.8	8.5	6.5	10.5	9.2
1 to 5 a day	4.8	7.0	5.9	10.2	11.9	12.0	10.0	8.5	10.7
6 to 10 a day	1.0	2.5	1.8	4.2	7.5	8.6	12.1	5.6	7.6
11 to 15 a day	0.4	0.4	0.4	1.6	2.9	4.0	5.3	3.2	3.3
16 to 20 a day	0.2	0.6	0.4	0.5	1.8	3.1	2.8	2.3	2.0
21 to 25 a day	0.5	0.7	0.6	1.6	1.7	1.6	5.3	1.7	2.4
26 to 40 a day	-	0.1	-	0.1	0.1	0.1	0.1	0.3	0.1
Over 40 a day	0.1	-	-	1.1	0.2	0.1	0.2	-	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	885	915	1801	638	630	607	548	447	2870

Table 13: Frequency of Student Use of Tranquilizers During The Past Six Months By Grade

Tranquilizers	Elementary Students			Grade	High School Students				Total
	7	8	Total	9	10	11	12	13	
	Percentage								
Not aware	20.3	13.3	16.7	8.9	4.0	3.1	3.1	2.5	4.5
Not used	75.9	79.9	78.0	83.0	85.1	88.1	86.5	89.8	86.4
About once a month or less	2.0	4.1	3.1	5.0	6.4	5.2	6.0	5.5	5.6
About twice a month	0.6	0.9	0.7	1.2	1.4	0.7	0.8	1.0	1.0
About three times a month	0.4	0.5	0.4	0.7	0.8	1.5	1.6	0.2	1.0
About once a week	0.2	0.4	0.3	0.4	1.0	0.2	1.1	0.6	0.6
About 2 - 5 times a week	0.1	0.3	0.2	0.1	0.9	0.4	0.6	0.1	0.4
Almost every day	0.5	0.6	0.6	0.7	0.4	0.8	0.3	0.3	0.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	887	918	1805	638	631	607	548	447	2871

Table 14: Frequency of Student Use of Stimulants During The Past Six Months By Grade

Stimulants	Elementary Students			Grade 9 Percentage	High School Students				Total
	7	8	Total		10	11	12	13	
Not aware	27.6	13.1	20.2	8.3	2.6	1.5	1.5	2.1	3.4
Not used	69.4	82.0	75.9	82.9	88.4	87.5	86.7	90.3	86.9
About once a month or less	2.0	2.7	2.4	5.5	6.1	5.9	7.8	5.6	6.2
About twice a month	0.2	0.8	0.5	1.7	1.1	1.9	1.0	0.7	1.3
About three times a month	0.2	0.8	0.5	0.5	0.4	0.9	1.3	0.1	0.7
About once a week	0.2	0.4	0.3	0.4	0.6	2.0	0.6	0.2	0.8
About 2 - 5 times a week	0.2	0.1	0.1	0.2	0.3	0.3	0.5	0.5	0.3
Almost every day	0.2	0.1	0.1	0.5	0.5	-	0.6	0.5	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	887	918	1805	638	631	607	547	447	2870

Table 15: Frequency of Student Use of Solvents During The Past Six Months By Grade

Solvents	Elementary Students			Grade		High School Students			
	7	8	Total	9	10	11	12	13	Total
	Percentage								
Not aware	9.0	5.0	7.0	4.7	2.3	1.3	1.5	1.9	2.4
Not used	86.0	90.1	88.0	90.2	93.0	95.9	96.8	96.9	94.4
About once a month or less	2.6	3.9	3.3	3.2	3.0	2.4	1.3	0.7	2.2
About twice a month	1.2	-	0.6	0.4	0.3	-	0.2	-	0.2
About three times a month	0.5	0.6	0.5	0.5	0.3	0.2	-	-	0.2
About once a week	0.2	0.1	0.2	0.1	0.6	0.1	0.1	0.1	0.2
About 2 - 5 times a week	0.2	0.2	0.2	0.1	0.1	0.1	-	0.2	0.1
Almost every day	0.3	0.1	0.2	0.8	0.4	-	0.1	0.2	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	887	918	1805	638	631	607	547	447	2870

Table 16: Frequency of Student Use of Marihuana During The Past Six Months By Grade

Marihuana	Elementary Students			Grade		High School Students			
	7	8	Total	9	10	11	12	13	Total
				Percentage					
Not aware	9.6	4.1	6.8	2.9	2.1	0.9	0.8	1.6	1.7
Not used	85.4	82.5	83.8	75.6	66.1	59.8	58.2	61.5	64.7
About once a month or less	2.7	5.7	4.2	8.6	11.0	16.7	17.5	16.2	13.7
About twice a month	0.4	2.7	1.6	2.4	4.1	6.9	4.0	5.3	4.5
About three times a month	0.3	1.2	0.8	3.0	3.0	4.3	2.8	5.4	3.6
About once a week	0.3	1.3	0.8	2.6	6.4	3.1	4.7	5.2	4.3
About 2 - 5 times a week	0.7	1.5	1.2	3.1	4.9	4.5	6.0	3.2	4.4
Almost every day	0.6	0.9	0.8	1.8	2.4	3.8	6.0	1.6	3.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	887	918	1805	638	631	607	547	447	2870

Table 17: Relationship Between Frequency of Alcohol Use
and Frequency of Marihuana Use By Students

Marihuana Use	Elementary Students					High School Students				
	Don't drink Sips only	1 - 2 per mt	3 - 4 per mt	2 - 7 per wk	Total	Don't drink Sips only	1 - 2 per mt	3 - 4 per mt	2 - 7 per wk	Total
	Percentage									
Not aware and/or not used	98.6	83.4	61.1	55.6	90.7	94.6	72.7	47.0	29.5	66.3
One to two times per month	1.2	12.4	22.8	14.6	5.8	3.4	20.0	29.8	20.8	18.2
Three to four times per mt.	0.1	2.4	8.4	8.3	1.6	1.2	4.6	13.2	20.1	8.0
Two to seven times per week	0.1	1.8	7.7	21.5	1.9	0.8	2.7	10.0	29.6	7.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	1218	370	154	62	1804	805	906	803	354	2869

Table 18 Relationship Between Frequency of Alcohol Use
and Frequency of Tobacco Use By Students

Tobacco Use	Don't drink Sips only	Elementary Students			Total	Don't drink Sips only Percentage	High School Students			Total
		1 - 2 per mt	3 - 4 per mt	2 - 7 per wk			1 - 2 per mt	3 - 4 per mt	2 - 7 per wk	
Don't smoke/tried only/ less than 1 per day	93.4	71.4	50.2	55.1	84.0	89.5	67.2	48.8	35.5	64.3
1 - 5 per day	5.7	23.0	39.6	27.4	12.9	8.6	20.7	28.2	24.4	19.9
6 - 15 per day	0.6	4.1	7.5	7.9	2.1	1.5	9.2	16.9	23.1	10.9
16 - 25 per day	0.2	1.3	2.7	8.6	0.9	0.4	2.5	5.7	15.1	4.4
26 - 40+ per day	<u>0.1</u>	<u>0.2</u>	<u>-</u>	<u>1.0</u>	<u>0.1</u>	<u>-</u>	<u>0.4</u>	<u>0.4</u>	<u>1.9</u>	<u>0.5</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	1216	368	154	62	1799	805	906	803	356	2869

Table 19: Prevalence of Behaviours Which Occurred For Any Reason
and Because of Drinking Beer, Wine or Liquor By Sex

Behaviours	Elementary Students			Sex	High School Students		
	Male	Female	Total		Male	Female	Total
	Percentage Reporting Behaviour Since September 1977						
Feel tired or sleep							
a Any Reason	69.9	71.0	70.5		86.2	88.6	87.5
b Alcohol	5.1	2.3	3.7		11.9	10.2	10.9
Proportion a:b ¹	13.7	30.9	19.1		7.2	8.7	8.0
Trouble concentrating							
Any Reason	60.3	57.7	59.0		77.2	81.1	79.3
Alcohol	4.8	2.0	3.5		7.9	5.9	6.8
Proportion	12.6	28.9	16.9		9.8	13.8	11.7
Late for classes							
Any Reason	55.4	49.8	52.6		75.5	71.7	73.3
Alcohol	4.4	2.4	3.5		8.5	4.6	6.5
Proportion	12.6	20.6	15.0		8.9	15.6	11.3
Fail test, exam or project							
Any Reason	70.8	66.6	68.6		77.5	75.1	76.2
Alcohol	4.6	2.3	3.6		4.1	2.4	3.1
Proportion	15.4	29.0	19.1		18.9	31.3	24.6
Cheat on test, exam or project							
Any Reason	28.6	27.0	27.8		41.5	40.4	40.9
Alcohol	3.3	1.4	2.4		2.6	1.2	1.9
Proportion	8.7	19.3	11.6		16.0	33.7	21.5

¹ This proportion indicates that 1 student in 13.7 who felt tired did so because he had been drinking.

Table 19 Continued

Behaviours	Elementary Students			Sex	High School Students		
	Male	Female	Total		Male	Female	Total
	Percentage Reporting Behaviour Since September 1977						
Absent from school for a half or whole day							
Any Reason	79.2	83.3	81.2		88.9	92.1	90.7
Alcohol	4.3	1.8	3.1		10.5	7.6	9.0
Proportion	18.4	46.3	26.2		8.5	12.1	10.1
Damage school property on purpose							
Any Reason	12.7	5.4	9.0		13.0	3.9	8.0
Alcohol	2.2	0.7	1.5		2.5	0.5	1.4
Proportion	5.8	7.7	6.0		5.2	7.8	5.7
Steal more than \$5.00							
Any Reason	11.1	6.1	8.4		12.5	4.7	8.1
Alcohol	1.4	0.4	0.9		0.8	0.3	0.6
Proportion	7.9	15.3	9.3		15.6	15.7	13.5
Number of Students	882	921	1803		1290	1579	2869

Table 20: Prevalence of Behaviours Involving Alcohol By Sex

Behaviours Involving Alcohol	Elementary Students			Sex Reporting Behaviour	High School Students		
	Male	Female	Total		Male	Female	Total
	Percentage				Since September 1977		
Bring alcohol to this school ^a		n. a.			15.7	8.2	11.6
Drink alone or with friends in school building or yard during school hours	4.7	2.2	3.5		11.8	7.4	9.5
Attend classes after drinking	6.3	2.7	4.5		16.3	11.3	13.6
High in class	5.1	2.7	3.9		11.5	7.0	8.9
Drunk in class	3.9	0.9	2.3		6.7	3.9	5.0
Hangover in class	5.9	2.8	4.2		13.7	11.7	12.6
Feel at ease in class ^a		n. a.			8.4	4.9	6.5
Trouble with staff for misbehaving	3.2	0.6	2.0		3.1	1.5	2.3
Visit guidance counsellor to talk about problems	0.9	0.7	0.8		1.0	0.7	0.7
Number of Students	882	921	1803		1290	1579	2869

^a Asked only of students in Grades 9 to 13.

Table 21: Prevalence of Behaviours Involving Alcohol By Grade Average

Behaviours Involving Alcohol	Below 50	Elementary Students					Grade Average		High School Students				
		50-59	60-66	67-69	80-100	Total	Below 50	50-59	60-66	67-79	80-100	Total	
		Percentage Reporting Behaviour Since September 1977											
Bring alcohol to this school ^a				n. a.			22.0	22.4	12.8	9.5	7.0	11.5	
Drink alone or with friends in school building or yard during school hours	10.6	6.0	4.6	2.9	1.7	3.4	19.7	17.0	10.8	8.4	4.0	9.5	
Attend classes after drinking	11.8	5.3	5.1	5.1	1.1	4.5	28.6	23.5	15.0	12.6	6.1	13.6	
High in class	8.2	9.4	5.2	3.1	2.1	4.5	23.7	16.8	10.3	7.4	4.2	8.9	
Drunk in class	7.3	6.2	3.1	2.4	0.1	2.3	12.4	11.7	6.1	4.1	1.1	5.0	
Hangover in class	17.1	9.6	5.2	3.6	2.1	4.3	26.7	21.1	12.8	12.0	7.3	12.6	
Feel at ease in class ^a				n. a.			21.7	11.4	7.5	5.2	3.6	6.4	
Trouble with staff for misbehaving	10.3	3.0	3.5	1.3	0.2	2.0	7.8	7.3	1.9	1.7	0.6	2.3	
Visit guidance counsellor to talk about problems	-	1.0	1.2	0.7	0.6	0.8	8.5	1.2	0.8	0.5	0.5	0.8	
Number of Students	25	117	447	817	362	1798	37	286	806	1320	414	2864	

^a Asked only of students in Grades 9 to 13.

Table 22: Frequency of Students Feeling High On Drugs Other Than Alcohol and On Alcohol In Class By Grade

Feeling High	Elementary Students			Grade 9 Percentage	High School Students					Total
	7	8	Total		10	11	12	13		
High on drugs other than alcohol										
Never/do not drink/sips only	98.0	92.9	95.5	87.9	79.0	79.8	76.4	83.3	81.2	
Once	0.5	2.1	1.3	3.1	4.1	3.4	4.7	3.6	3.8	
Twice	0.4	1.2	0.8	2.0	3.5	3.4	3.7	4.1	3.3	
3 - 5 times	0.2	1.5	0.8	2.8	4.4	4.5	4.5	3.9	4.0	
6 or more times	0.9	2.3	1.6	4.2	9.0	8.8	10.7	5.1	7.7	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Number of Students	887	918	1805	638	631	606	548	447	2870	
High on alcohol										
Never/do not drink/sips only	96.7	95.5	96.1	92.8	91.2	93.1	89.0	88.4	91.9	
Once	1.8	1.7	1.8	3.1	4.8	3.4	5.7	5.4	4.4	
Twice	0.3	0.6	0.4	2.3	1.6	1.2	1.9	3.3	2.0	
3 - 5 times	0.6	0.8	0.7	1.0	1.5	1.2	1.6	1.8	1.4	
6 or more times	0.6	1.4	1.0	0.8	0.9	1.1	1.8	1.1	1.1	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Number of Students	886	918	1804	638	631	607	548	447	2871	

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Table 23: Frequency of Drinking In Various Locations Either
Alone or With Others Since September 1977 By Grade

Locations	Elementary Students			Grade	High School Students				Total
	7	8	Total	9	10	11	12	13	
Percentage									
With friends at your home or their home, including parties									
Never/do not drink/sips only	80.2	66.6	73.2	53.6	39.9	28.9	20.1	16.9	33.2
Once	8.1	9.8	9.0	10.2	10.5	10.3	8.1	6.7	9.4
Twice	4.6	6.4	5.5	8.8	7.6	9.3	9.0	7.2	8.4
3 - 5 times	3.6	8.5	6.1	12.4	17.7	21.2	18.3	20.8	17.9
6 or more times	3.5	8.7	6.2	15.0	24.3	30.3	44.5	48.4	31.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	883	917	1800	637	630	607	548	446	2869
With your parents									
Never/do not drink/sips only	64.5	59.4	62.0	49.7	46.0	37.7	31.2	27.5	39.5
Once	13.8	14.6	14.2	16.7	15.1	14.4	12.3	12.0	14.3
Twice	7.5	8.6	8.0	11.1	12.7	14.8	16.5	17.4	14.2
3 - 5 times	8.3	9.9	9.1	12.9	17.1	20.9	22.8	24.5	19.2
6 or more times	5.9	7.5	6.7	9.6	9.1	12.2	17.2	18.6	12.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	884	917	1801	638	630	607	548	446	2869

Table 23 Continued

Locations	Elementary Students			Grade	10	High School Students			Total
	7	8	Total	9 Percentage		11	12	13	
Alone									
Never/do not drink/sips only	9.3	89.0	90.0	79.1	78.3	78.0	74.7	75.0	77.3
Once	4.3	5.0	4.7	6.4	9.5	7.4	9.8	9.7	8.4
Twice	0.7	2.0	1.4	5.9	5.2	5.7	6.8	4.7	5.7
3 - 5 times	2.5	2.1	2.3	4.9	4.9	5.0	4.3	6.7	5.1
6 or more times	1.2	1.9	1.6	3.7	2.1	3.9	4.4	3.9	3.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	887	917	1804	637	631	607	548	446	2869
Alone or with friends in school building or yard during hours									
Never/do not drink/sips only	97.9	95.3	96.5	93.9	90.5	90.0	88.4	90.5	90.5
Once	0.8	1.8	1.3	2.2	3.6	4.6	4.5	3.9	3.7
Twice	0.5	0.9	0.7	0.9	3.3	3.0	3.7	2.6	2.7
3 - 5 times	0.4	0.7	0.6	1.6	1.7	2.1	1.6	2.0	1.8
6 or more times	0.4	1.3	0.9	1.4	0.9	1.2	1.8	1.0	1.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	886	918	1804	638	630	607	548	447	2870

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Table 23 Continued

Locations	Elementary Students			Grade	High School Students				Total
	7	8	Total	9	10	11	12	13	
Percentage									
At restaurants, pubs or taverns									
Never/do not drink/sips only	91.2	89.0	90.2	81.8	70.1	51.5	32.8	19.8	53.8
Once	5.5	4.2	4.8	7.0	11.0	11.0	8.2	6.9	8.9
Twice	1.4	2.9	2.2	5.8	6.4	8.7	10.9	6.8	7.7
3 - 5 times	0.8	2.0	1.4	3.2	6.7	13.6	16.2	17.8	10.9
6 or more times	1.1	1.9	1.4	2.2	5.8	15.2	31.9	48.7	18.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	885	918	1803	638	631	607	548	447	2871
With brother and/or sisters									
Never/do not drink/sips only	83.3	78.8	81.0	73.1	64.0	58.3	48.7	48.2	59.5
Once	9.1	9.2	9.1	10.3	15.0	12.6	12.7	13.5	12.7
Twice	2.1	4.6	3.4	6.7	6.9	12.2	10.3	8.8	8.9
3 - 5 times	2.9	4.1	3.5	5.3	7.9	9.1	15.8	18.0	10.7
6 or more times	2.6	3.3	3.0	4.6	6.2	7.8	12.5	11.5	8.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	887	918	1805	636	631	606	547	447	2868

Table 23 Continued

Locations	Elementary Students			Grade 9 Percentage	10	High School Students			Total
	7	8	Total			11	12	13	
With teachers from school									
Never /do not drink/sips only	98.4	98.4	98.4	96.9	95.2	93.5	86.0	80.9	91.2
Once	0.9	0.6	0.7	1.2	2.5	4.4	8.5	9.4	4.8
Twice	-	0.1	0.1	0.5	0.6	0.7	2.0	4.8	1.5
3 - 5 times	0.1	0.2	0.2	0.4	0.6	1.1	2.2	3.3	1.4
6 or more times	0.6	0.7	0.7	1.0	1.1	0.3	1.3	1.6	1.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Students	886	918	1804	638	630	606	548	446	2868

APPENDIX III
ADDITIONAL TABLES
TEACHERS

Table 1: Estimates Made By Teachers of Proportion of
Students At School and In Class Who Drank Once A
Week or More Often Since September 1977

Proportion	Elementary Teachers		High School Teachers	
	School	Class Percentage	School	Class
Almost everyone (81 - 100%)	-	-	3.6	5.5
Most (61 - 80%)	1.6	0.8	17.4	7.3
About half (41 - 60%)	7.3	2.4	24.7	19.3
Some (21 - 40%)	14.5	11.3	30.6	14.2
Few (11 - 20%)	12.9	6.5	6.8	11.5
Very few (1 - 10%)	36.3	44.4	5.0	24.8
None	8.0	17.7	0.5	5.0
Don't know	<u>19.4</u>	<u>16.9</u>	<u>11.4</u>	<u>12.4</u>
Total	100.0	100.0	100.0	100.0
Number of Teachers	123	123	219	218

**Table 2: Teachers' Opinion of The Reasons Best Describing
Why Students At This School Drink Beer, Wine or Liquor
Once A Week or More Often**

Reasons	Elementary Teachers		High School Teachers	
	#	% ^a	#	% ^a
Most of their friends do	73	59.4	205	93.6
Family and/or personal problems	42	34.2	78	35.6
Drink with family at meals	46	37.4	32	14.6
Helps them to relax	9	7.3	64	29.2
They enjoy the taste	7	5.7	21	9.6
To cheer them up	12	9.8	41	18.7
Worried about school work	2	1.6	6	2.7
I don't know or other reasons	43	35.0	56	25.6
None of the students at this school drink once a week or more often	15	12.2	1	0.5
Number of Teachers	123	123	219	219

^a Percentage exceeds 100% since teachers allowed to make up to three responses.

Table 3: Teachers' Opinion of Drug Most Widely Used
By Students At This School

Drugs ^a	Elementary Teachers	High School Teachers
	Percentage	
Beer	23.4	60.3
Marihuana	7.3	13.7
Liquor	9.7	10.0
Wine	8.9	0.5
Tranquilizers	2.4	-
Don't know	<u>48.3</u>	<u>15.5</u>
Total	100.0	100.0
Number of Teachers	123	219

^a No teachers cited the following drugs as most widely used:
solvents, barbiturates, stimulants, hallucinogens, heroin,
or cocaine.

Table 4: Estimates Made By Teachers of Proportion of Students At School Who Have Been Having Problems Since September 1977 Because of Drinking Beer, Wine or Liquor Once A Week Or More Often

Proportion With Problems	Elementary Teachers	High School Teachers
	Percentage	
50 - 100%	-	0.9
26 - 49%	-	2.3
21 - 25%	-	3.6
16 - 20%	3.2	2.7
11 - 15%	1.6	7.3
6 - 10%	4.0	13.7
1 - 5%	15.3	27.9
None are having problems because of drinking this often	33.1	6.4
I don't know	34.7	34.7
None of the students at this school drink this often	<u>13.7</u>	<u>0.5</u>
Total	100.0	100.0
Number of Teachers	123	219

Table 5: Teachers' Opinion Of Which Of Alcohol, Drugs Or Family Situation Causes The Most and The Least Problems Among Students At This School

Degree of Severity	Family Situation		Alcohol		Drugs	
	E.S.	H.S.	E.S. Percentage	H.S.	E.S.	H.S.
Least	3.3	6.6	21.8	27.4	76.4	64.9
Middle	0.8	10.4	74.6	60.3	22.7	26.8
Most	<u>95.9</u>	<u>83.0</u>	<u>3.6</u>	<u>12.3</u>	<u>0.9</u>	<u>8.3</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of Teachers	122	211	110	204	110	205

E.S. Elementary School Teachers

H.S. High School Teachers

**Table 6: Teachers' Description of What Happened In
Class When Aware of Student(s) Who Had Been
Drinking Prior To Class Attendance Since
September 1977**

Description ^a	Elementary Teachers		High School Teachers	
	#	%	#	%
Drinking, but nothing happened/ no problems/no drunk	1	16.7	40	60.6
Smelled of alcohol	-	-	18	27.3
Foolishness/giddy/laughing/ cheeriness	1	16.7	14	21.2
Physical effects of drinking	1	16.7	14	21.2
Disruptive behaviour	2	33.3	12	18.2
Ill/nauseated	2	33.3	1	1.5
Drunk	-	-	3	4.5
Disturbance to class routine	-	-	3	4.5
Other	1	16.7	-	-
Number of Teachers	6	6	66	66

^a Percentage exceeds 100% since teachers allowed two responses for three different events.

Table 7: Disciplinary Measures Used By Teachers
On Students Who Have Been Drinking Prior To
Class Attendance Since September 1977

Disciplinary Measures	Elementary Teachers		High School Teachers	
	#	% ^a	#	% ^a
Teacher discussed situation and/or drinking with student	1	16.7	29	43.9
None as no problem, not drunk, not disorderly	1	16.7	28	42.4
Student sent to Principal or V.P.	3	50.0	14	21.2
Student sent home and/or parents contacted	3	50.0	13	19.7
None as student was 18+ years	-	-	8	12.1
Student removed from class	1	16.7	4	6.1
Teacher disciplined student for behaviour exhibiting, not for drinking	-	-	4	6.1
Other	1	16.7	9	13.6
Number of Teachers	6	6	66	66

^a Percentage exceeds 100% since Teachers could cite up to two responses for three events.

**Table 8: Types of Problems Created By Students Who
Drank Before or At A School Dance, At A School
Sports Event and During A School Field Trip
Since September 1977**

Problems	Dance E.S.		H.S.		Sports High School		Field Trip High School	
	#	% ^a	#	% ^a	#	% ^a	#	% ^a
Sickness	2	18.2	21	34.4	5	14.3	2	22.2
Fighting	1	9.1	20	32.8	10	28.6	-	-
Signs of drunken- ness	3	27.3	15	24.6	2	5.7	-	-
Disruptive beha- viour	1	9.1	11	18.0	12	34.3	4	44.4
Vandalism	1	9.1	9	14.8	1	2.9	2	22.2
Verbal abuse	1	9.1	5	8.2	10	28.6	-	-
Parents called	5	45.5	9	14.8	-	-	-	-
Police called	1	9.1	6	9.8	-	-	-	-
Student asked to leave	1	9.1	2	3.3	3	8.6	-	-
Principal or V.P. notified	-	-	1	1.6	3	8.6	-	-
No disciplinary action taken	2	18.2	-	-	-	-	-	-
Other	-	-	2	3.3	6	17.1	4	44.4
Number of Teachers	11	11	61	61	35	35	9	9

^a Percentage exceeds 100% since teachers could cite up to two responses to each activity.

Table 9: Number of Students Exhibiting Alcohol-Related Behaviours In Class Since September As Observed By Teachers

Behaviours	# of Students Reported By Teachers			# of Teachers Reporting		
	E.S.	H.S.	Total	E.S.	H.S.	Total
Talk about drinking experiences	122	681	803	28	114	142
Skip class after drinking or to go out drinking	2	251	253	1	59	60
Absent from class	17	208	225	9	59	68
Look tired or sleepy	23	197	220	11	66	77
Not concentrate or pay attention	19	179	198	11	53	64
Look as if had hangover	14	169	183	9	54	63
Not complete homework, essays or assignments	23	155	178	9	39	48
Lose interest in academic work	17	143	160	9	44	53
Receive lower marks than usual	13	106	109	6	41	47
Come late for class	8	91	99	5	26	31
Fail a test, exam or assignment	17	71	88	5	31	36
Lose interest in extra-curricular activities	11	58	69	3	20	23
Make noise or disturb rest of class	8	59	67	5	23	28
Was 'high' on alcohol	3	50	53	3	14	17
Act restless, nervous or uptight	9	43	52	5	23	28
Slurred speech	6	35	41	5	18	23
Cheat on a test, exam or assignment	10	23	34	3	8	8

Table 10: Measures Used By Teachers On Students
Who Misbehaved Because They Drank Beer, Wine
Or Liquor Since September 1977 As Reported
By Teachers

Measure Used	Elementary Teachers	High School Teachers
	Percentage	
Disciplined a disruptive student	2.4	10.2
Sent a student out of class or to the Principal or Vice-Principal	5.7	5.1
Referred a student to a guidance counsellor for misbehaving	2.4	6.9
Gave a student a detention	1.6	1.4
Number of Teachers	123	219

Table 11: Number of Students Receiving Disciplinary
Measures By Teachers In Class Because They
Drank Beer, Wine Or Liquor Since
September 1977 As Reported By
Teachers

Measure Used	# of Students Reported By Teachers			# of Teachers Reporting		
	E.S.	H.S.	Total	E.S.	H.S.	Total
Disciplined a disruptive student	4	51	55	3	22	25
Sent a student out of class or to the Principal or Vice-Principal	9	18	27	7	12	19
Referred a student to a guidance counsellor for misbehaving	4	25	29	3	15	18
Gave a student a detention	3	3	6	2	3	5

Table 12: Number of Students Exhibiting Behaviours
At School Since September 1977 As
Reported By Teachers

Behaviours	# of Students Reported By Teachers			# of Teachers Reporting		
	E.S.	H.S.	Total	E.S.	H.S.	Total
<u>Alcohol-Related</u>						
Being drunk	29	450	479	15	119	134
Having trouble with Principal or V.P. or teachers	17	189	206	11	81	92
Getting into a physical fight with students	3	87	90	3	54	57
Receiving treatment (A.A./medical/psychological)	-	18	18	-	13	13
<u>Alcohol and Non-Alcohol</u>						
Being suspended						
Any reason	127	907	1043	56	170	226
Alcohol	13	169	182	7	85	92
Having trouble with police						
Any reason	122	353	475	60	122	182
Alcohol	14	104	118	6	50	56
Damaging school property on purpose						
Any reason	175	557	732	63	146	209
Alcohol	7	89	96	5	47	52
Deliberately writing on school walls, books, etc.						
Any reason	673	1069	1742	85	150	235
Alcohol	3	25	28	2	19	21
Stealing something worth more than \$5.00						
Any reason	66	247	313	40	89	129
Alcohol	5	8	13	4	8	12
High on drugs other than alcohol	45	419	464	25	107	132

**Table 13: Teachers' Reaction If Believed Student(s)
Had Been Drinking Beer, Wine Or Liquor Prior
To Class Attendance**

Reaction	Elementary Teachers		High School Teachers	
	#	% ^a	#	% ^a
Discuss drinking with student	67	54.4	91	41.5
Send student to Principal or V.P.	29	23.6	84	38.4
Depends on situation	10	8.1	79	36.1
Student is removed from class	24	19.5	49	22.4
Nothing, if no problem/not drunk	3	2.4	32	14.6
Inform Principal or V.P.	41	33.3	28	12.8
Inform parents	54	43.9	26	11.9
Refer student to guidance or health department	14	11.4	17	7.8
Not make an issue of it in class	8	6.5	17	7.8
Nothing, if student is 18+ years	-	-	7	3.2
Follow school policy	-	-	3	1.4
Treat as a discipline problems	-	-	2	0.9
Other - react calmly, carefully, be mad, upset	5	4.1	7	3.2
Don't know	2	1.6	2	0.9
Number of Teachers	123	123	219	219

^a Percentage exceeds 100% since teachers could cite up to three responses

Table 14: Teachers' Reaction If Believed Student(s)
Had Been Drinking Beer, Wine Or Liquor Before
Or During A Dance At This School

Reaction	Elementary Teachers		High School Teachers	
	#	% ^a	#	% ^a
Student is asked to leave	59	50.0	128	61.2
Parents are contacted	68	57.6	74	35.4
Depends on situation	8	6.8	57	27.3
Report to police or chaperone on duty	12	10.2	40	19.1
Teacher informs Principal or V.P.	32	27.1	37	17.7
Nothing, if not problem/not drunk/ if 18+ years old	2	1.7	34	16.3
Teacher discusses drinking with student(s)	36	30.5	29	13.9
Follow school policy	-	-	14	6.7
Other - suspend priveleges, send for counselling, confiscate alcohol	16	13.6	19	9.1
Number of Teachers	118	118	209	209

^a Percentage exceeds 100% since teachers could cite up to four responses.

Table 15: Teachers' Reaction If Believed Student(s)
Had Been Drinking Beer, Wine Or Liquor At
Sports Event At This School

Reaction	Elementary Teachers		High School Teachers	
	#	% ^a	#	% ^a
Student is asked to leave	50	42.2	101	46.8
Teacher informs Principal or V.P.	47	39.8	78	36.1
Depends on situation	5	4.2	51	23.6
Parents are contacted	60	50.8	50	23.1
Teacher discusses drinking with student(s)	43	36.4	29	13.4
Nothing, if no problem/not drunk/ if 18+ years old	1	0.8	29	13.4
Report to Physical Education department or those in charge	6	5.1	23	10.6
Follow school policy	-	-	12	5.6
Other - suspend priveleges, send for counselling, confiscate alcohol	21	17.8	27	12.5
Number of Teachers	118	118	216	216

^a Percentage exceeds 100% since teachers could cite up to four responses

Table 16: Teachers' Opinion Regarding Legal Age For
Purchase and Consumption of Alcoholic Beverages
In Ontario

Legal Age	Elementary Teachers Percentage	High School Teachers
Sixteen years	-	0.5
Seventeen years	-	-
Eighteen years	6.5	13.7
Nineteen years	9.8	11.9
Twenty years	24.4	24.1
Twenty-one years	56.0	42.0
There should not be a legal drinking age	-	3.2
I don't know	3.3	4.6
Total	100.0	100.0
Number of Teachers	123	219